DOCUMENT RESUME

ED 417 796 JC 980 197

TITLE	The Academic Senate for California Community Colleges. Twenty-First Annual Report, 1996-1997.
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	1998-04-00
NOTE	108p.
AVAILABLE FROM	Academic Senate for California Community Colleges, 910 K Street, Suite 300, Sacramento, CA 95814.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Advisory Committees; *Annual Reports; College Governing Councils; College Planning; *Committees; *Community Colleges; *Faculty Organizations; Government School Relationship; *Organizational Objectives; Policy Formation; Program Descriptions; Statewide Planning; Two Year Colleges
IDENTIFIERS	*Academic Senate for California Community Colleges

ABSTRACT

This 21st annual report summarizes the activities of the Academic Senate for California Community Colleges for 1996-97. The first part presents a report from the Senate President, a financial statement, lists of goals and committee priorities for 1996-97, and minutes from the Senate's fall 1996 and spring 1997 sessions. The second part presents annual reports from Senate standing committees on: (1) affirmative action/cultural diversity; (2) counseling and library faculty issues; (3) curriculum; (4) educational policies; (5) elections for Senate posts; (6) faculty development; (7) legislative issues; (8) relations with local senates; (9) Senate resolutions; (10) standards and practices; (11) technology; and (12) vocational education. Next, reports are provided from Senate advisory committees on: (1) basic skills; (2) distance learning technical assistance; (3) library and learning resources programs; (4) matriculation; and (5) the Regional Counselors Facilitator Committee. Finally, annual reports are presented for the following liaison committees: (1) Academic Senate/Chief Instructional Officers; (2) California Community College Association of Occupational Educators; (3) the California Educational Round Table Intersegmental Coordinating Committee; (4) the California Great Teachers Seminar; (5) the Council of Faculty Organizations; (6) California Virtual University; (7) the general education Breadth Advisory Committee from the California State University; (8) the English Council of California Two-Year Colleges; (9) the Economic Development Network; (10) the Faculty Association of California Community Colleges; and (11) Strategic Telecommunication Master Planning. A list of Senate publications and a roster of local academic senate presidents by college are attached. (BCY)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IC980197

ED 417 796

THE TWENTY FIRST ANNUAL REPORT

The Academic Senate for California Community Colleges

JC 980197

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
R. M. Silverman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1996-1997

BEST COPY AVAILABLE

THE TWENTY FIRST ANNUAL REPORT OF
THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

1996-1997

Published by the Office of The Academic Senate for California Community Colleges
April 1998

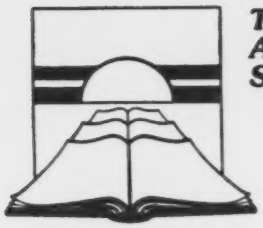
At the end of each year, the Academic Senate for California Community Colleges distributes the ANNUAL REPORT to the community college academic senates and to others interested in the activities of the Academic Senate.

Additional copies of the ANNUAL REPORT can be ordered, subject to availability, from the following address:

Academic Senate for California Community Colleges
910 K Street, Suite 300
Sacramento, CA 95814

Or request by E-mail: asccc@ix.netcom.com

Or visit our Website: www.academicsenate.cc.ca.gov



THE ACADEMIC SENATE

For California Community Colleges

1996-97 EXECUTIVE COMMITTEE

Revised 3/97

OFFICERS

PRES: **JANIS PERRY** (6/97) *Counseling*
Academic Senate for California Community Colleges
1107 Ninth Street, 9th Floor
Sacramento, CA 95814-3600
916/445-4753
jdperry@ix.netcom.com FAX 916/323-9867

VICE PRES: **BILL SCROGGINS** (6/97) *Chemistry*
Chabot College
(Mail to home)
19351 Manor Point Cir.
Huntington Beach, CA 92648
714/969-8629
bscrogg@ix.netcom.com 714/969-8739

SEC: **BEVERLY SHUE** (6/97) *Biology/Microbiology*
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744-2397
1505 Oakhorne Drive
Harbor City, CA 90710-1138
310/522-8223 FAX 310/834-1882
310/534-3783
shueb@laccd.edu

TREAS: **DEBRA LANDRE** (10/96) *Mathmatics*
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
315 Columbia Dr.
Lodi, CA 95240
209/474-5408 FAX 209/474-5600
209/367-0585

SENATE OFFICE
910 K Street, Suite 300
Sacramento, CA 95814-3600
Phone 916/445-4753 Fax 916/323-9867
Executive Assistant - Julie Adams
Email: asccc@ix.netcom.com

REPRESENTATIVES

REP NORTH:
BARBARA DAVIS-LYMAN — *Psyc/Sociology*
Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822-1386
916/558-2150 FAX 916/441-4135
916/962-0575

AREA A:
ALLEN BOYER (6/97) — *Music*
Modesto Junior College
435 College Avenue
Modesto, CA 95350-5800
209/575-6277 FAX 209/575-6766
4001 Dale Rd #D
Modesto, CA 95356-9608
209/545-5931
allen.boyer@ccc-infonet.edu

REP SOUTH:
WINSTON BUTLER (6/97) — *Theater Arts*
Los Angeles Comm. College District
770 Wilshire Blvd
Los Angeles, CA 90017-3895
213/891-2294 FAX 213/891-2139
4866 Hartwick Street
Los Angeles, CA 90041
213/550-8631 (Hm Fax 254-6653)
butlerwc@laccd.cc.ca.us

AREA C:
EDITH CONN (6/98) — *Physical Education/English*
Ventura College
4667 Telegraph Road
Ventura, CA 93003-3899
805/654-6400 x1335 FAX 805/654-6466
44 Encinal Place
Ventura, CA 93001-3316
805/643-6621
edith.conn@ccc-infonet.edu

REP AT LARGE:
DONNA FERRACONE (6/97) — *Emergency Med Services*
Crafton Hills College
11711 Sand Canyon Rd
Yucaipa, CA 92399-1799
909/389-3255 FAX 909/389-3256
261 Ferndale Court
Redlands, CA 92374-4284
909/794-1513
donna.ferracone@ccc-infonet.edu

AREA D:
LEE HAGGERTY (6/97) — *Political Science*
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692-3699
714/582-4855 FAX 714/347-0438
28561 El Sur
Laguna Niguel, CA 92677-4406
714/364-2425
haggerty_l@sccd.cc.ca.us

REP NORTH:
LIN MARELICK (6/98) — *Graphic Arts*
Mission College
3000 Mission College Blvd.
Santa Clara, CA 95054-1897
408/567-2803 FAX 408/496-0462
132 Mason Street
Santa Cruz, CA 95060
408/426-5783 (Hm Fax 459-9525)
lin_marelick@wvmccd.cc.ca.us

REP SOUTH:
RIC MATTHEWS (6/98) — *Biology/Health Science*
San Diego Miramar College
10440 Black Mountain Rd.
San Diego, CA 92126-2999
619/536-7366 FAX 619/536-7837
10598 Oakbend Drive
San Diego, CA 92131-2369
619/695-6551
rmatthew@sdccd.cc.ca.us

AREA B:
LEN PRICE (6/98) — *Appliance Repair*
Los Medanos College
2700 E. Leland Rd.
Pittsburg, CA 94565-5197
510/439-2181 x341 FAX 510/427-1599
630 Brownstone Rd.
Oakley, CA 94561-3844
510/625-1931
lprice@value.net

REP AT LARGE:
RICHARD ROSE (6/98) — *Counseling*
Santa Rosa Jr. College
1501 Mendocino Ave.
Santa Rosa, CA 95401-4396
707/524-1561 FAX 707/527-4816
567 Swan Way
Vallejo, CA 94589
707/552-1462
rich_rose@garfield.santarosa.edu

Table of Contents

Activities 1

President's Report 2

Financial Report 4

1996 - 1997 Goals 6

Fall 1996 Session Minutes 14

Spring 1997 Session Minutes 22

Committee Reports

Affirmative Action/Cultural Diversity 32

Counseling and Library Faculty Issues 35

Curriculum 37

Educational Policies 40

Elections Committee 44

Faculty Development 48

Legislative and Governmental Relations 50

Relations with Local Senates 52

Resolutions 55

Standards and Practices 57

Technology 59

Vocational Education 63

Advisory Committees Reports

Basic Skills 66

Distance Learning Technical Assistance 67

Library and Learning Resources Programs 68

Matriculation 69

Regional Counselors Facilitator Committee 72

C

Liaison Reports

Academic Senate/Chief Instructional Officers (AS/CIOs) 73
California Community College Association of Occupational Educators 74
California Educational Roundtable Intersegmental Coordinating 75
California Great Teachers Seminar 76
Council of Faculty Organizations (COFO) 77
California Virtual University 78
CSU GE-Breadth, CSU-GE Breadth Course Review, IGETC Course Review 79
English Council of California Two Year Colleges (ECCTYC) 80
Economic Development Network 81
Faculty Association of California Community Colleges 82
Strategic Telecommunication Master Planning 83

Miscellaneous

Publications List 85

1996 - 1997 Academic Senate Presidents 98

ACTIVITIES

We, the faculty of the California Community Colleges, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interests of higher education in the state and to represent the faculty in all California Community Colleges at the state level.[1]

At least twice each year, the Academic Senate for California Community Colleges meets in a General Session where delegates from the colleges and district deates hear informative speakers, deliberate issues, and adopt resolutions. Although each college and district senate has one vote only, there is no limit on the number of attendees from each college and anyone at the conference may participate in discussion, breakouts, and join in debate. Resolutions adopted at the General Sessions guide Executive Committee members and Academic Senate appointees as they represent the Senate to the Chancellor's Office, the Board of Governors, the Legislature, the Intersegmental Committee of the Academic Senates, and to other organizations and statewide agencies.

In addition, representatives of local senates meet at Area Meetings at least twice a year. College and district senates are grouped geographically into four areas (listed in the Academic Senate Directory). Each area consists of twenty to thirty colleges. Executive Committee members act as contact on state issues, and hearing and transmitting to the Executive Committee concerns of local senates. Executive Committee area representatives plan and conduct Area Meetings.

The Executive Committee meets approximately ten times during the year to conduct business, become informed on current issues, act on committee reports, and meet with representatives of other statewide organizations.

Much of the work of the Academic Senate is conducted by its committees, subcommittees and ad hoc committees. Among Standing Committees are those on Affirmative Action/Cultural Diversity, Educational Policies, Elections, Faculty Development, Local Senates, Publications, Standards and Practices, and Vocational Education. The Ad Hoc Committee on Accreditation, the Ad Hoc Committee on Student Equity, and the Ad Hoc Committee on Distance Learning were also active this year.

---

[1] Preamble, The Academic Senate for California Community College, Inc., By-Laws

PRESIDENT'S REPORT
by
Janis Perry

Chancellor "Appointed" by the Board of Governors
The year began with the Board of Governors determining that interim Chancellor, Tom Nussbaum, should be appointed as the Chancellor on a two-year contract. This decision came as a result of a very small pool of candidates indicating an interest in the position, and the Board's feeling that Nussbaum could work effectively to lead the system. The decision was made without notice to the public until after the fact, and no constituent groups in the system were consulted as to their opinions of Mr. Nussbaum serving in this position.

Welfare Reform
Welfare Reform became one of the largest topics of interest for the system this year. With an understanding that over 170,000 of currently enrolled community college students were on some kind of public assistance, the Academic Senate worked closely with other groups to influence legislation and state budget decisions. Key issues for our students were the amount of hours of required work, ability to locate and afford childcare, as well as how local campuses could provide increased support services and work study opportunities. Key issues for faculty were in the area of curriculum redevelopment and flexibility in the academic calendars in order to assure adequate entry level occupational training programs. The Academic Senate was successful in ensuring the involvement of local academic senates in the development and sign-off of "CalWORKS" plans.

Affirmative Action
The year started with increased attacks on affirmative action and student equity programs. A lawsuit was filed by a San Bernardino Community College student, J. Camarena (Ingraham), who was allegedly denied access to an academic program designed for underrepresented students. The suit was filed jointly against the Board of Governors and the UC Regents. The Regents played hardball and would not claim responsibility, however, over the summer the Board of Governors settled the case for $10,000 agreeing to comply with guidelines set by the court. When system-level constituent groups (including the Academic Senate) discovered the settlement, they were outspoken regarding how the "guidelines" would be communicated to the field and underscored the concern about broad-sweeping changes occurring that may not be necessary.

A taskforce was put together in which the Academic Senate had representation. This group identified the extent the "guidelines" would affect programs targeted for underrepresented students, such as Puente, Black Bridge, African American Achievement, and MESA. Through a series of written communications to the field and four regional workshops, the system was informed to conduct programs as usual, but ensuring that these programs may have a content of interest to a specific population yet they were open to ALL students.

Shortly after resolving this issue, Proposition 209 was passed in the November elections. It sent a shock wave throughout the special programs in the system, however, it was tied up in the court system during the rest of the year with it serving the ever-present political debate and litigation process. The hope is that it will be declared unconstitutional, inconsistent with Federal statutes, and will not serve as a backlash to thirty years of civil rights.

Plus and Minus Grading Policies
After three years of research and discussion, the Educational Policies Committee of the Academic Senate developed a position paper with recommendations for the "permissive use of plus/minus grading" in the system. The document was approved by the plenary body, and a recommendation for Title 5 Regulation changes were taken to Consultation. After some discussion, the recommendation was taken to the Board of Governors by the Chancellor. At this meeting, where only eight out of a sixteen member board were present, the simple grading policy change was deferred because a few uninformed and vocal Board of Governors members attempted to propose alterations to the policy such as

"mandatory" implementation and reinstatement of an A+ option. Both of these ideas were well researched by the Academic Senate to identify the opposite recommendation. Because this was the last Board of Governors meeting of the year, no resolution was reached. It will continue to be a topic during 1997-98 until resolved.

New Office Space for the Academic Senate

With the continued deterioration of the building which houses the Chancellor's Offices, the Executive Committee of the Academic Senate determined that it would be best, as well as, fiscally possible to lease our own office space in downtown Sacramento. Fortunately, affordable office space was available next door to the Chancellor's Office in a newly renovated building. The building includes underground parking which is safer and more convenient for staff. After purchasing new equipment, furniture, and improving the space to fit our specifications, I am very proud of the professional image and climate it gives the Academic Senate.

Thank you

As is the case with the new office space yielding an increased professional image, I am hoping that it is symbolic to the legacy I wanted to leave for the Academic Senate and my faculty colleagues throughout the system as I move out of the position of President. I worked assertively and dodged many bullets (as strong leaders usually do) in order to represent the perspective of the faculty in academic and professional matters at the system level. We had many successes during the last two years, and I believe the Academic Senate is in a much stronger position both within the system and with our intrasegmental colleagues. These successes are attributed to the hard work of the Executive Committee, the effectiveness of each of the local academic senates, and the individual work and commitment on the part of many faculty.

Margaret Mitchell once said, " Life's under no obligation to give us what we expect." Thank you for the opportunity to learn much more than I ever expected, and for the encouragement and confidence, as well as the opportunity to serve you - the excellent faculty of the California community colleges.

FINANCIAL REPORT
Statement of Cash Receipts and Disbursements
for the year ended June 30, 1997

	BUDGET	ACTUAL
Beginning Balance	$89,078.00	$89,078.00
INCOME:		
Sources		
State Monies	$452,000.00	$452,000.00
Colleges	$75,000.00	$ 72,136.91
Other Sources	$0	$3,149.19
Conferences		
Fall Session	$61,000.00	$54,141.00
Spring Session	$50,000.00	$61,210.53
Leadership	$27,000.00	$16,148.00[1]
Other Income		
Reimbursements	$ 1,000.00	$1,027.72
Interest	$ 2,500.00	$3,290.72
Honorarium	$0.00	$ 200.00
Math&English TF	$40,060.00	$41,000.00
SB 450	$4,298.00	$4,295.05
Total Income	$712,858.00	$708,599.12
Total Income + Beginning Balance	$801,936.00	$797,677.12
EXPENSES		
Executive Committee Operation		
Meetings	$39,000.00	$20,516.49
Travel	$64,000.00	$55,157.35
Reassigned Time - Executive Cmte.	$71,500.00	$35,771.64
Reassigned Time -Chair	$33,800.00	$19,559.52
Reassigned Time - Officers	$48,970.00	$42,173.23
Committees		
Senate Committees Meetings	$18,500.00	$12,516.64
Travel	$22,500.00	$22,627.68
Area Meetings	$2,000.00	$2,575.61
Liaison Meetings	$15,000.00	$26,348.44
Ad Hoc Meetings	$3,000.00	$831.18

	BUDGET	ACTUAL
Conferences		
Fall Session	$61,260.00	$63,946.28
Spring Session	$55,000.00	$58,570.06
Leadership Institute	$45,000.00	$41,943.60
Other Conferences	$6,000.00	$1,438.08
Workshops		
FACCC	$8,400.00	$5,987.00
Other Workshops	$1,000.00	$0
Publications		
Forum	$16,950.00	$17,020.11
Rostrum	$20,000.00	$7,673.03
Printing	$41,000.00	$14,445.55
Editor	$8,000.00	$2,736.40
Other	$2,000.00	$102.46
Chancellor/BOG		
President/Other Sacramento Exp.	$18,800.00	$19,076.67
Office		
Executive Assistant	$42,000.00	$35,024.43
Staff Assistant	$26,000.00	$16,136.33
Part-time Help	$4,500.00	$13,756.68[2]
Accounting	$6,600.00	$7,549.57
Equipment Purchase/Lease	$11,500.00	$10,365.18
Furniture Purchase	$12,000.00	$13,253.88
Insurance	$1,640.00	$1,635.00
Legal	$8,000.00	$7,709.69
Phone	$8,200.00	$7,702.93
Postage	$8,500.00	$7,475.56
Rent/Lease	$13,720.00	$13,766.52
Supplies	$9,000.00	$10,925.46
Grants		
Math and English Task Force	$39,360.00	$14,745.75
Reserves		
Contingency	$6,436.00	$7,321.28
Intersegmental	$2,800.00	
Total Expenses	$801,936.00	$638,385.28
Ending Balance	$0	$159,291.84

1. $10,464 for the Leadership Institute was deposited in the previous fiscal year and so is not reflected in this report.

2. Costs of part-time help exceeded budgeted amount during the search for new office staff.

THE ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES
1996 - 1997 GOALS

1. ***Represent the faculty of the California community colleges and thereby ensure a formal and effective procedure for participating in the formation of Statewide policies on academic and professional matters.***

   A. Develop formal statement of role and purpose of Counseling and Library Faculty Issues Committee.

   B. Encourage counseling and library faculty participation in governance and faculty leadership roles both at the State and local levels.

   C. Study issues and make possible Bylaws changes to ensure participation of part-time faculty on the Executive Committee (1.5 S96).

   D. Propose a Bylaw change to make the term of the president two years (1.7 S96).

   E. Develop a paper clarifying the roles and responsibilities of area/region representative and election chair for possible inclusion in the Executive Committees Handbook.

   F. Facilitate the process for selecting the faculty Board of Governors nominees.

   G. Work through ICAS and the CSU-GE Review Committee to add a sign-off by the faculty curriculum chair on the annual CSU-GE Breadth course submittal form (S96 9.1).

   H. Continue to provide input on the emergence of Instructional Technology as a delivery tool within the State (8.1-8.7 F93, 10.1-10.9 S94, 11.1-11.5 F94).

   I. Provide advice to the Chancellor's Office committees on Distance Education, Telecommunication Master Planning, Facilities Planning, etc., in order to ensure faculty input and instructional quality and integrity.

   J. Monitor and influence the current discussions surrounding the "Virtual University."

   K. Provide assistance on issues of academic and professional matters at the campuses of local senates as directed by the President.

   L. Develop strategies to request that the Board of Governors approve self-esteem and wellness programs as authorized uses for staff development funds (12.2 S95).

   M. Develop a paper that provides guidelines to local senates on the effective implementation of faculty development philosophy, evaluation, senate roles, and funding as called for in resolutions 12.4 and 12.5 S96.

   N. Develop Fall and Spring Session evaluations.

   O. Plan breakout session for Service Learning and Volunteer Learning at either or both Fall and Spring Sessions.

   P. Evaluate the new resolution procedure for efficiency and effectiveness.

   Q. Evaluate the efficiency and effectiveness of time limits during resolution discussion.

BEST COPY AVAILABLE

2. *Strengthen local academic senates or other equivalent faculty organizations in the California community colleges.*

A. Make recommendations for FACCC/Senate Statewide vocational education workshops (21.1 S95).

B. Plan and provide one North and one South Vocational Education Faculty Leadership Seminar in conjunction with the Bay Region Consortium (21.1 S95).

C. Plan and implement a Northern and Southern California follow-up day for the past participants of the Voc Ed Leadership Seminar (21.1 S95).

D. Increase communication and cooperation on legislative issues affecting community colleges between faculty organizations.

E. Develop a process by which the local senate evaluates the performance of the visiting team during an accreditation visit (2.8 S96).

F. Continue development of regional curriculum colloquia (8.4 S94).

G. Technology Committee and Local Senates Committee work to ensure that Geocluster leaders have e-mail access and functionality.

H. Continue to disseminate information to the faculty on technology opportunities, and planning for connectivity to the emerging C3Net.

I. Provide session breakouts and technical assistance on local senate issues including shared governance (19.2 F94), part-time faculty role in local senates (17.2 F95), role of delegates (1.1 S95), and provide assistance to local senates in obtaining the information necessary to accurately determine the 75/25 ratio and full-time hiring obligation (13.9 S95).

J. Provide support for local senates through the Geocluster network (9.2 S92) and develop resource groups, made up of faculty from each Geocluster area, that can assist local academic senate presidents with day-to-day problem solving as needed.

K. Complete the document: "Increasing Faculty Involvement in Local Senates."

L. Revise the document "Roles and Responsibilities of Senate Delegates."

M. Prepare a new document entitled "Roles and Responsibilities of an Effective Senate" (17.1 F95) that incorporates the current document and information compiled from "Nuts & Bolts" workshops along with information created in AB1725 in 1988-1989.

N. Write a document that analyzes and explains fair and effective hiring practices that are in the Title 5 Regulations on Faculty and Staff Diversity in the form of questions, and answers related to specific sections of the regulations (12.4 S96).

O. Develop a document to inform local senates on how to take a lead and plan in the area of staff diversity funds and develop recommendations on use of faculty and staff development funds and staff diversity funds (12.5 S96).

P. Encourage faculty to work with all concerned groups to organize campus informational forums on Proposition 209. These forums will include an analysis of the impact of Proposition 209 on college programs and affirmative action, such as targeted recruitment programs, and other diversity outreach program (6.5 S96).

Q. Develop the 1997 Summer Institute topics for leadership, presentations, and scheduling.

3. *Develop policies and promote the implementation of policies on matters of Statewide concern.*

A. Work to include counseling and library faculty in the 75/25 ratio calculations (21.4, 21.5 S94, 15.7 F93).

B. Analyze bills and identify subsequent implications for the Academic Senate and work with the Chancellor's Office to identify legislative programs and make recommendation to the Executive Committee and the President.

C. Work with the Chancellor's Office to identify legislative programs for the California community colleges.

D. Review current Equivalency Process paper for possible revision and update.

E. Facilitate the evaluation process of the discipline list/minimum qualification process.

F. Continue development of Curriculum Standards Handbook Volume II (8.1 S94).

G. Curriculum committee to work in conjunction with the Vocational Education Committee to develop good practices for program prerequisites and program approval for dissemination to the field and inclusion in the Curriculum Standards Handbook Volume II (9.5 S96).

H. Review and develop a proposal for language change on Title 5 §55002 composition of the curriculum committee, to agree with §53200-4 powers of the senate.

I. Work with chief instructional officers to collaborate on efforts to develop guidelines for catalog revision (9.2 S96) and explore means for delivery of accurate information to students.

J. Work with the Technology Committee to develop a position paper on curricular monitoring and faculty roles in distance learning (11.4 F94).

K. Develop a paper that addresses areas of most commonly requested technical assistance in the area of prerequisites in collaboration with MAC representative (Exec. Motion).

L. Work with the chief business officers or similar groups to obtain purchasing agreements that would assist faculty and colleges in the acquisition of technology at reasonable prices. Many faculty will need or want to purchase their own technology and group purchasing should be encouraged.

M. Develop guidelines to assist faculty in writing technology plans, faculty roles giving examples.

N. Develop a formal statement of role and purpose of the Local Senates Committee.

O. Analyze the Chancellor's Office report on the status of student equity plans as of May 1996 and work with the Chancellor's Office to develop plans for technical assistance for colleges seeking to reach their student equity goals (6.8 S96).

P. Develop and disseminate information on reasonable accommodations and the implications for student success and service to the community.

Q. Develop a charge for the Affirmative Action Cultural Diversity Committee.

R. Make recommendation on the implementation of the 175 Day Rule change identifying models which take curriculum, pedagogical, staff development, governance, and collective bargaining implications into consideration (1.8 S94).

S. Using the AAUP Statement on Academic Freedom, prepare a document that further develops the statement and discusses issues surrounding tenure and academic freedom in the California community colleges and work with the Curriculum Committee to review the Model District Policy and Curriculum Handbook for Academic Freedom Violations (19.2 S95, 9.3 S96, 19.4 S96, 19.5 S96, 19.6 S96).

T. Prepare a background paper and recommendations regarding faculty participation, evaluation, and funding of CAN (4.4 S94, 4.5 S94).

U. Develop a model for educational master planning that includes: (1) identifying faculty responsibility on educational master planning processes; and (2) providing local senates with a model for developing and educational plan (13.5 S96).

V. Prepare materials fees survey draft for recommendation to the Executive Committee (1.2 S95, 20.10 F94).

W. Prepare a position paper on paraprofessionals or instructional aids to define their duties, responsibilities, and criteria for supervision; and include in the paper a clarification of the laws regarding line of sight (19.1 S94).

X. Complete the second, in a series, paper on the institutional and financial resources dedicated to the function of transfer (4.3 S95, 4.4 S95,4.13 S95).

Y. Develop strategies to provide workshops and other faculty development activities that encourage and train faculty for new teaching methods as reflected in the Board of Governors Basic Agenda and other documents (12.1 S96).

Z. Ensure that the content of the publications of the Academic Senate represent the diverse nature of community colleges taking into consideration the geography and the cultural and ethnic nature of the State.

AA. Establish a process and timeline for producing the Rostrum.

BB. Encourage the publication of research results for studies conducted by community college faculty from a wide variety of disciplines.

CC. Explore the feasibility of establishing a third publication dedicated specifically to academic research and pedagogical techniques for implementation by Spring 1997.

4. *Make recommendations on Statewide matters affecting the California community colleges.*

A. Complete "Standards of Good Practice for Counseling Programs" paper and present for adoption at Spring 1997 Session.

B. Develop a paper on issue of information competency.

C. Review draft on Curriculum Standards Handbook, Vol. II in regard to library and counseling issues.

D. Address topic of program review models for library and counseling departments.

E. Make recommendations for guidelines for cataloging supervision by librarians (16.2 S96).

F. Serve as a resource on legislation effecting vocational education to local senates, holding a breakout at the Fall 1996 Academic Senate Session on how the new legislation, both State and Federal, effect programs at the local level.

G. Continue to monitor and analyze the work of Statewide groups related to policy development in vocational education and workforce development and make recommendations to the Executive Committee for influencing their discussion (21.7 F94).

H. Monitor legislation which may effect vocational education and prepare documents to educate legislators and other interests parties about the effect of legislation on vocational education in California community colleges (21.7 F94).

I. Prepare a model "partnership guidelines" document that includes direction, definition, checklists, desired outcomes, process, limitations and precautions for adoption and dissemination to local academic senates (21.3 F95).

J. Alert the President to various hearings and the need to testify before the Legislature.

K. Develop periodic reports on the development and progression of legislation.

L. Review current equivalency paper for possible revision and update.

M. Affirm that the Curriculum Standards Handbook and the Model District Policy do not limit the academic freedom of classroom instructors to use their skills for conducting classes in a manner which will best result in achieving course objectives (9.3 S96).

N. Conduct breakouts at session on aspects of Distance Learning and Instructional Technologies.

O. Assist faculty through breakouts, technology rooms, technical assistance and workshops on Instructional Technologies and their applications to the classroom.

P. Prepare a recommendation to academic senates and their committees concerning their involvement in the hiring and evaluation of adjunct faculty (19.8 S96).

Q. Research the feasibility and appropriateness of CQI and prepare a report (12.6R S96).

R. Develop the charge of the Educational Policies Committee for inclusion in the Bylaws.

S. Collaborate with CalSACC to investigate textbook pricing policies systemwide, identify issues, and make recommendations (20.1 S96).

5. *Assume responsibilities and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California community colleges and by the Board of Governors of California community colleges.*

A. Develop topic(s) for FACCC/Senate workshop on library issues including technology and information resources as a specific topic.

B. Consider a FACCC/Senate workshop on counseling issues for Fall 1997, perhaps at CCCCA Fall Conference.

C. Prepare a document on developing a model on local academic senate vocational education committee for adoption and dissemination to local academic senates. Included in the model would be the importance of vocational faculty taking leadership roles and attending regional consortium meetings and reporting back to local vocational education committees (21.2 S95, 21.1 F94)

D. Create a list of vocational faculty contacts on each campus to provide support and information to each other and also a resource list to be used by the Academic Senate.

E. Direct the following award programs: Hayward Award, Laroche Award, and the Exemplary Program Award.

F. Develop a plan for equipment upgrades and networking of the computers to streamline communications and productivity for the field.

G. Prepare analysis of papers and projects such as the Telecommunications Master Plan, Virtual University, Distance Education guidelines, etc. for the field.

H. Work with the Student Senate to develop a plan for local senates to mentor and train students on their role in governance, support students voting on college committees, and develop a leadership training program for student leaders (20.5 F95).

I. Provide a breakout session for local academic senate presidents on the budget process that includes: training in standard budgetary procedures and meaningful review of financial reports and audits; an overview of the how the State funds community colleges; an overview of zero-based budgeting by which budgets might be developed; and develop a model budget process for use by local senates (5.1 and 5.2 S96).

J. Prepare a recommendation to local academic senates and assist them in developing advisory committees for reviewing grant applications before signoff and submission by an institution (13.3 S96).

K. Develop a consultation digest item to seek changes in Title 5 Regulation grading policies and procedures to allow for an evaluative symbol indicating an unofficial withdrawal (14.1 S95).

6. *Provide Statewide communication between local academic senates or other equivalent faculty organizations in order to coordinate the actions and requests of the faculty of the California community colleges.*

A. Develop communication mechanism to effectively link California community college library faculty in consultation with Technology Committee.

B. Maintain liaison relationships with Regional Counseling Facilitators and Chancellor's Advisory Committee on Library and Learning Resources Programs.

C. Provide at least two breakouts each Academic Senate Session to provide information and to identify the concerns of faculty in the area of vocational education and workforce development.

D. Provide regular feedback to faculty, through the Rostrum or other means, about current developments, issues and trends effecting vocational education and workforce development.

E. Prepare an evaluation of need for legislative services and work with FACCC to assure that the Legislative analysis meets the needs of the Academic Senate for California community colleges.

F. Collaborate with other faculty organizations on legislative issues affecting community colleges.

G. Work with FACCC to prepare educational workshops on the California Civil Rights Initiative

H. Continue regular and effective communication with local curriculum chairs.

I. Curriculum Committee work with Technology Committee to explore use of technology to record curriculum breakout sessions and to have them available as a resource to local curriculum committees (1.3 S96).

J. Develop a process and timeline for connecting all local academic senate presidents to a Statewide electronic information exchange (8.8 S95).

K. Identify what electronic information system might best serve the Academic Senate to facilitate information exchange. This includes the development of a functional homepage on the Web, the creation of a more effective place to gather electronic copies of documents published by the Academic Senate, the posting of electronic notices such as agendas for the Executive Committee, committee reports, and Plenary Session information.

L. Publicize successful local senate activities in senate publications, at plenary sessions and through the Geocluster network (1.3 S95, 1.6 F94).

M. Relations with Local Senates Committee work with the Technology Committee to ensure that all Geocluster leaders have e-mail access and functionality.

N. Develop a plan for 97-98 FACCC/Senate workshops and Great Teachers Seminar topics.

O. Solicit contributions from the faculty for the Forum and the Rostrum that reflect the ideas, opinions, statewide issues, and highlight the creative talents of a diverse statewide faculty.

P. Distribute four Rostrums during the 96-97 school year, devoting two issues to the Fall and Spring Sessions and one Forum by the beginning of September 1997.

Q. Encourage a broader range of visual and industrial arts including set rendering, architectural design, computer aided design, landscape, and fashion.

R. Solicit advertisement for the Forum early in the year to ensure that adequate notification is given to contributors to participate.

S. Distribute Rostrum on electronic mail to the field.

7. *Initiate policy positions relevant to California community colleges and their role in higher education.*

A. Vocational Education Committee continue to work with the Curriculum Committee on the development of "Standards of Good Practice for New Program Development" and other vocational education curriculum issues.

B. Represent vocational education interests in discussions about the Federal and State legislation to ensure separate funding streams for a) education and training and b) employment services (21.3 S96).

C. Evaluate effect of the discipline list/minimum qualification process on affirmative action cultural diversity goals.

D. Develop a position paper on endorsement on principles for Instructional Technologies, similar to that developed by CSU, which integrates the positions of the CSU and UC.

E. Technology Committee work with Curriculum Committee to develop a position paper on curricular monitoring and faculty roles in distance learning (F94 11.4).

F. Technology Committee work with the Curriculum Committee to develop guidelines for local colleges to use in evaluating distance education courses, survey colleges to include their expertise and recommendations, and create an Internet Bank called Distance Learning which would contain outlines, checklists, and other appropriate data.

G. Develop a model for faculty to inform and motivate students to become community college faculty in the future.

H. Develop a survey to determine if local colleges have an established a part-time hiring policy in place, analyze the data, and develop a report on the status of part-time hiring policies. Follow up the survey by developing a model for part-time hiring as appropriate. Resolution (S96 3.1)

I. Develop a consultation digest item regarding ASSIST to be forwarded into Consultation (S95 4.7).

J. Develop a paper on standards and regulations for program discontinuance (S96 9.0).

28TH FALL SESSION MINUTES
October 31 - November 2, 1996
The Westin Hotel, South Coast Plaza

October 31, 1996

Registration and Delegate Sign In
Allen Boyer coordinated registration for participants between 7:30 - 9:00 a.m.

Information for Candidates
Lin Marelick provided information for candidates from 8:15 - 8:45 a.m.

New Delegates Orientation
Allen Boyer provided orientation to new delegates between 8:30 - 8:45 a.m.

FIRST GENERAL SESSION

Call to Order
President Janis Perry called the 28th Fall Plenary Session of the Academic Senate for California Community Colleges to order at 9: 10 a.m. and welcomed delegates and guests.

Adoption of Procedures
Vice-President Bill Scroggins presented the Academic Senate Rules and By4aws and asked for their adoption.
MSU: to adopt the Academic Senate Rules and Procedures as presented.

Welcome by Miki Mikolajczak
Miki Mikolajczak of Saddleback College welcomed the members of the Plenary body to Orange County on behalf of the community colleges in the region.

Announcements
President Janis Perry recognized members of the Executive Committee and introduced Elections Chair Allen Boyer. President Perry also acknowledged guests CEO Ken Inglesias, President of Golden West College and Student Trustee Fred Baker of Citrus College. She also noted that this session will honor the memory of Peter Gallagher, the son of Executive Assistant Bobbi Gallagher who recently passed away,

Morning Keynote Address: Dr. James Highsmith, President, California State University Academic Senate.

Dr. James Highsmith, President of the CSU Academic Senate made a presentation using a personal computer-multimedia projection system. This presentation system using technology and multimedia served as a look into the future of how education could be delivered in the future and what kinds of work skills business will need. Highsmith described educators as knowledge workers and pointed out the rapid evolution of workforce skills in the past few years using the example of "Rhythm and Hues," a company that used computer artists to animate the movie "Babe" and the polar bears in a cola soft drink commercial. There will be I 00,000 jobs of the future that will use multimedia and entertainment, in addition to new jobs in biotechnology, chemistry and foreign trade.

Business came together with academia to identify by consensus, these cornerstone skills and abilities for lifelong learning: (I)oral and written communications; (2)reading-, (3)math; (4)reason critically; (5)assess, analyze and apply information using computers; (6)work in groups with people of diverse backgrounds; (7)breadth of knowledge through general education; and (8)depth of knowledge through a major. On methods of classroom instruction, Highsmith emphasized the limiting role of passive lectures and pointed to the need for active and interactive learning. These latter types of exchanges in the classroom are happening at the K-12 level, where students engage in dialogue and collaborative learning as a means of learning from each other. Another important skill is service learning, requiring students to connect with his or her community in real applications.

Although faculty are the experts in content areas, they will need to be facilitators of learning and coaches. Business is looking for these characteristics in its workers: personal responsibilities and ethical behavior, respect for authority, adaptable and flexible, compliant in willing to accept change, persistent and determined, objective, courageous, and tolerant to ambiguity.

In discussing the role of technology in education, Highsmith emphasized the need for quality, personal contact, and doing things quicker and better. Technologically mediated instruction (TMI) emphasizes the noun "instruction," not the modifiers "technologically mediated." IM can be used to provide information about course offerings and student services such as counseling and financial aid; this information access can be the front door to the college done through a distance process. TMI could involve using the Internet, a remote two-way video hookup, a Power point presentation, or other classroom uses of computers. Highsmith explained how TMI fits in with the Virtual University; this umbrella operation in California allows access to information about CC, CSU, UC, and private universities. There is great concern for quality in education; any system must have value, be useful, involve a campus-based curriculum approval process, and assure personal contact that shows support, care, and quality. These elements should also apply to all curriculum, not just TMI. TMI should involve quality of content presentation and methodology that is as goo as, if not better than current instructional methods; it should improve instruction and learning.

In closing, Highsmith discussed the importance of academic freedom and the search for truth without fear of repercussions. He showed a clip from the movie 'Mr. Holland's Opus," where teaching rock and roll was deemed inappropriate and only composers of serious "classical" music were acceptable. Mr. Holland goal in teaching was to, 11.... teach my students to love music, and I will use any means to teach." Our teaching should serve students and society.

First Breakout Sessions
Session participants attended breakout sessions from 10:30 - 11:45 a.m. from the following topics and chaired by:

1.	Carver Governance Model	Regina Stanback-Stroud
2.	Curriculum Committee Role, Structure, Duties, and Standards of Good Practice	Bill Scroggins
3.	The Proposed Content Standards in Mathematics and English for High School Graduates	Debra Landre
4.	"Bucks for Books..and AU that Other Stuff"	Richard Rose
5.	Legislative Issues	Lee Haggerty
6.	Mentoring: Doing it the Right Way	Winston Butler

LUNCHEON/SECOND GENERAL SESSION

President Janis Perry opened the Second General Session and welcomed the following guests: Jose Peralez, Vice Chancellor of Human Resources and Equity and Diversity and Leslie Smith, President of FACCC.

Nominations to fill Senate Vacancies:
Elections Committee Chair Allen Boyer posted the fist of candidates for the vacant offices of Treasurer and Representative from the North.

Treasurer
Debra Landre, San Joaquin Delta College
Douglas McFerrin, Los Angeles Pierce College

Representative from the North
Barbara Davis-Lyman, Sacramento City College

There were no nominations from the floor; Elections Chair Allen Boyer declared the nominations for the special election closed.

LUNCHEON/SECOND GENERAL SESSION

President Janis Perry introduced Tom Nussbaum, the recently appointed Chancellor, California Community Colleges, the Keynote Speaker the Second General Session.

Luncheon Speaker: Tom Nussbaum

Chancellor Nussbaum began by telling the Session about his upbringing in El Centro, a child of the 60's from a White middle class neighborhood, and his early school experiences from both frustrating and supportive teachers. Nussbaum went on to contrast his conservative roots to his exposure to a liberal political philosophy at UCLA as a undergraduate and later law school. On the direction of community colleges in the future, Nussbaum elaborated on what he felt are the urgent concerns and issues, including access, workforce preparation, economic development, healing the angry debate on affirmative action and Proposition 209, and taking community colleges into the 21st century.

Access and the mission of the community colleges (CC) are important in determining the future economic success our state; Nussbaum feels that CCs will be the gateway to higher education as UC and CSU begin to experience fiscal tightening. In 1975 there were 1.3 million CC students; in 1995 there were 1.382 million students, but 11 million larger statewide population; Nussbaum said that CCs need to think about expanding the days of instruction to increase future access. Workforce preparation is another challenge based on federal legislation and funding; the CC challenge will be to keep education as a key component in workforce development, not EDD. Working cooperatively with K-12, CCs. PICs, and county organizations requires that we all come to the table a work together to deliver education.

Another important issue is healing the angry debate on affirmative action. Whatever the outcome on the Proposition 209 vote next week, this issue has divided our state; Nussbaum went on the say, "....this is very sad and we can't let this issue continue to divide us; I hearken back on my college days on the important role education and our colleges had on us in reaching out to new understanding and breaking down prejudices." Nussbaum will act the day after the election and proclaim that the system does not have to do anything different, that the system has just completed a year and a half review of affirmative action, and the CC s will continue as usual until the courts or legislature says otherwise. The colleges will have to play a key role in healing the anger of this debate.

Nussbaum was questioned on what was perceived by some as a hasty settlement of the Camarena lawsuit. He answered by saying that the Camarena issue had not been litigated up to the level of the US Supreme Court. To litigate the case that far would have taken years and years and would have been expensive, and the outcome of litigation would have been questionable. Nussbaum urged the Board to resolve the Camarena case around those programs and issues the Board controls, primarily MESA and Puente; that left open and unaffected programs planned and sponsored by districts. This allowed districts to continue supporting race-specific courses that are open to all students.

Taking the CCs into the 21st century is another responsibility and challenge. We have CPEC's Challenge of the Century, the COIN Report on Innovation, the RAND reports, and other studies that advocate infusing technology. Nussbaum acknowledged that computers don't provide the human touch, but he urged faculty to be more productive, lead with the power of our ideas, and pick up the speed of change. When asked for his view of the role of the virtual university, Nussbaum answered by saying that he saw this involving will be a kind of catalog that will be accessible to students inside and outside the state and an augmentation of our ability to serve students. In closing President Perry acknowledged and thanked Chancellor Nussbaum for his work in brining common course numbering to a conclusion.

Second Breakout Sessions
Session participants attended breakout sessions from 2:00 - 3:15 p.m. and chose from the following topics that were chaired by:

1.	The Equivalency Challenge: By Course or Discipline	Allen Boyer
2.	The Budget Process and the Local Senates	Debra Landre
3.	Legislative Issues	Lee Haggerty
4.	New Program Approval and Discontinuance	Bill Scroggins
5.	Student Equity	Beverly Shue
6.	Distance Learning Through Video Conferencing	Ric Matthews

Third Breakout Sessions
Session participants attended breakout sessions from 3:30 - 4:45 p.m. and chose from the following topics that were chaired by:

1.	The Camarena Case	Beverly Shue
2.	Course and Program Prerequisites	Bill Scroggins
3.	Workforce Preparation and Development	Len Price
4.	Roles and Responsibilities for an Effective Senate	Lin Marelick
5.	Part-time Faculty on the Executive Committee	Edith Conn
6.	Instructional Internet Solutions	Ric Matthews

Resolution Writing
Participants attended resolution writing sessions on groups of topics;. resolutions were due in the Senate Office at 6:00 p.m.

1. Local Senates, Governance, English and Math Standards, Faculty Primacy
2. Curriculum, Equivalency, Prerequisites, Program Discontinuance, Minimum Qualifications, Accountability, Accreditation
3. Legislative Issues, Student Equity, Camarena Case, Workforce Development, Vocational Education
4. Library and Learning Resources, Transfer, Counseling Issues, Technology Issues, Distance Education, Faculty Development, Service Learning, Part Time Faculty

Candidate Orientation
Candidates for the Executive Committee attended an orientation session run by Chair Allen Boyer; he reviewed the election procedures and answered questions.

No Host Reception
A no-host reception was held from 6:00 - 7:00 p.m.

Banquet and Entertainment
Session participants attended a banquet and were encouraged to wear a costume or make a mask for this occasion. A disc jockey provided music for the costume party and dancing.

Friday, November 1, 1996

THIRD GENERAL SESSION

Call to Order

President Janis Perry called the Third General Session to order at 8:30 a.m. an asked the participants to review the resolutions packets that were distributed during the morning. She directed delegates and participants to pick up the new printed materials at the conclusion of the morning session.

Candidates' Speeches

Elections Chair Allen Boyer announced that the final verification of signatures for voting delegates is 8:15 a.m. on Saturday; delegates without verification of his/her signature are ineligible to vote. Boyer reviewed the procedures and time limits for the candidates' speeches. Each candidate for office was introduced and made a brief speech on his or her candidacy.

LUNCHEON/FOURTH GENERAL SESSION

President Janis Perry introduced the 4th General Session Guest Speaker, Elizabeth Toledo, President of the California Chapter of the National Organization of Women (NOW).

Luncheon Speaker: Elizabeth Toledo

Elizabeth Toledo shared information on her roots in growing up in a poor Chicano neighborhood, moving to California and attending a community college, a haven where she felt connected with her fellow students who were also poor and had limited access to education. Toledo recalled posters from her formative years that stressed, "Get High on Sports, Not Drugs" and "Education First," and in her mind the way out of poverty was to fight for opportunity and overcome racial and gender discrimination.

She remarked on the potential set-backs for women and minorities if Proposition 209 passes and reviewed some past struggles for civil rights and gender equity. When the Civil Rights Act of 1964 passed, the EEOC was established to implement this legislation; Eileen Hernandez was the only woman appointed to that commission. In 1965 the only cafeteria that welcomed Hernandez in Washington, D.C. was owned by a woman. Toledo gave examples of how flight attendants (then called stewardesses) were unmarried females under age 25. There was a "bona fide reason" for this hiring profile, i.e., passengers preferred being served by young females, and if they got married, they lost their job. Another "bone fide reason" for not hiring female fire-fighters had to do with the need to carry a ladder, where women were not hired because, as Toledo put it, "their breasts would get in the way of this task." Height requirements also kept women and Asian-American of short stature out of this same occupation.

By 1967 women were frustrated with the lack of progress in women's issues and formed NOW as a bottom-up organization to focus on furthering gender equity. NOW's goals included reversing decades of exclusion and hiring. The -Equal Rights Amendment (ERA) was designed to create better opportunities for women by establishing constitutional protection against job discrimination. Toledo provided further examples of gender inequity, where want ads used to list "Jobs for Men" and "Jobs for Women." Sears hired women to sell cosmetics and blouses, but only men could sell washing machines and vacuum cleaners; the latter jobs included sales commission and therefore higher compensation.

Toledo cited the anti-Affirmative Action sentiment under the Reagan years with the rhetoric of "quotas and preferences." The Civil Rights Restoration Act of 1991 included the "Glass Ceiling Commission" headed by Elizabeth Dole. The commission noted that 95% of the corporations were chaired by white men, with few headed by women or persons of color; the reasons given for the glass ceiling included a litany of stereotypes: (1) women were too aggressive or not aggressive enough; (2)women were not willing to travel, relocate; (3)women were busy with their families and won't work late; (4)Latinas were under their husband's control; (5)African-Americans were lazy or untrustworthy; (6)Latinos drink; (7)Latinos don't speak English; (8)Asian-Americans are good technicians, but can't communicate and therefore are poor in management.

In conclusion Toledo cited the dangers of Proposition 209 as a constitutional amendment or change. Clause A eliminates affirmative action and solutions based on race and gender, while Clause C permits agencies to discriminate against women if they "deem it reasonably necessary" to carry out the work. Toledo expressed optimism that recent opinion polls are within 5% and urged faculty to spend the last 108 hours working toward the defeat of Proposition 209.

Fourth Breakout Sessions
Session participants attended breakouts from 10:00 - II: 15 a.m. and made selections from these fisted topics and the chair as noted:

1.	Accountability	Bill Scroggins
2.	Proposition 209	Beverly Shue
3.	Making Transfer an Institutional Commitment	Regina Stanback-Stroud
4.	Primacy 6f Faculty	Lin Marelick
5.	Minimum Qualifications/Disciplines Review List	Allen Boyer
6.	Technology Demonstrations	Ric Matthews

Coffee Break 11: 15 - 11:30 a.m.
The morning coffee break was sponsored by The Community College Association (CCA/CTA/NEA)

Fifth Breakout Sessions
Session participants attended breakouts from 11:30 a.m. - 12:45 p.m. and made selections from these listed topics chaired by the Executive Committee members as noted:

1.	Strategies for an Effective Senate	Lin Marelick
2.	Accountability: A Progress Report of Community College Students	Len Price
3.	Counseling Faculty Issues	Richard Rose
4.	Accreditation: New Standards	Allen Boyer
5.	Learning Through Service: How Students Can Give and Gain	Winston Butler
6.	Strategic Telecommunication Master Plan	Ric Matthews

LUNCHEON/FOURTH GENERAL SESSION
President Janis Perry called to order the 4th General Session at 1:00 p.m. She introduced Delaine Eastin, Superintendent of Public Instruction for California.

Luncheon Speaker: Delaine Eastin
Superintendent of Public Instruction Delaine Eastin began her address by declaring that the main segments in education, K-12, community college (CC) and public 4-year universities have had their best legislative year in a long time, with little talk of budget cuts, and she stressed the need for all segments to work together in the future to meet formidable educational challenges. Eastin contrasted the past with the future by noting her own family, where her grandparents each entered into the work world with a e grade education, her parents went to work after completing a high school education, and she got into the workforce after completing a graduate college education. Eastin confessed that she was a "recovering part-time teacher with service at several community colleges.

The preparation of yesterday will not suffice in the next decade. Today 90% of the high school (HS) graduates will require some type of post-secondary training with high standards; she went on to declare that the military used to be a major force and player in providing post-secondary training. With the base closings and military down-sizing, this training option is now reduced, and the CC system and college sites must rev up and take over much of that workforce education and training. Additionally, this need for training will continue to change as new types of jobs are created, and yesterday's skills will not get tomorrow's jobs done. If skilled Americans are not available for the open jobs, there are numbers of trained foreign workers with college degrees from Asian and European nations who can get the job done.

Our nation is at a crossroads with the issue of standards; the centrists must commit to higher standards, so that when students leave HS, they are prepared to work or pursue advanced post-secondary training. Sixty percent of the jobs will require skills held by 20% of the population; there will be a tremendous skills shortage unless we rebuild the recreate our educational system and prepare to move forward. Eastin further stated the need to set high standards; a HS diploma should mean more than showing up for four years, and graduation should not mean that "School is out, but that I am in." She stressed the need for change and avoiding failure by not changing; this change will not be gradual change as in the last 50 years, but change at "warp-speed" in response to technology and telecommunications, new employment demands, and down-sizing. Eastin continued, "We are no longer in the age of the plow horse and assembly line, we are in the age of technology with new skills, new entrepreneurship, a global marketplace and a global economy; in 10 years we will have two kinds of workers, highly educated, or hardly employable."

The message to our students is to work harder, develop new skills, recast ourselves with high standards and skills, and "move more quickly than we have ever moved before." Eastin not only rejects the racist argument that "not all can achieve at high levels," but she contends that all but the most severely disabled can achieve at extraordinarily high levels. On the issue of the UC anti-Affirmative Action ban, Eastin proudly proclaimed her "No" vote; she further declared her intention to vote "No" on Proposition 209 because of the need to reach out and engage students of diversity and bring them into higher education.

Eastin closed her address by summarizing the educational steps that must be taken if we are to be successful in the 21st century: (1) Establish HS standards for Math, English and communications that include algebra, geometry, trigonometry, and foreign language; (2) Emphasize teacher preparation and teacher aide preparation, thereby building a career ladder from aide to the teaching profession; (3) Improve instruction through the use of technology, laying the way to new employment in biotechnology and entertainment; (4) Assess standards frequently and uniformly beginning at middle school through the use of the Golden State Exams; (5) Expand work-study to include service to K-12 as mentors and tutors; and (6) Emphasize Applied Academics so that connections can be made between classroom learning and actual job skills.

Area Meetings
Area meetings were held by Areas A, B, C, and D from 2:30 - 3:45 p.m. Any amendments to Thursday resolutions were due by 4:00 p.m. in the Senate Office.

Technology Demonstrations
Individual technology demonstrations were offered under the coordination of Technology Chair Ric Matthews from 3:15 - 5:00 p.m.

Candidate Forum
Participants were invited to meet the candidates for offices from 4:00 - 5:00 p.m. and ask questions.

No-Host Reception

The Rancho Santiago College Academic Senate sponsored the no-host reception from 6:00 - 8:00 p.m.

Saturday, November 2, 1996

Final Delegate Sign-In
The final opportunity for delegates to sign in and vote took place 7:45 - 8:15 a.m. Delegates were in their seats by 8:20 a.m.

FIFTH GENERAL SESSION
Call to Order

President Janis Perry called the Fifth General Session to order at 8:30 a.m.

Parliamentarian's Report
Richard Lucas, Certified Public Parliamentarian, explained the basic rules of parliamentary procedure and the Academic Senate Rules for discussion/debate on the resolutions.

Election Procedures
Elections Chair Allen Boyer reviewed the rules and procedures for voting. He explained the process trickling down and for voting the North Region Representatives. Boyer acknowledged the help of volunteer tellers who will help in the vote counting. Election for the office of Treasurer began.

The following candidates were elected:

Treasurer	Debra Landre, San Joaquin Delta College
North Representative	Barbara Davis-Lyman, Sacramento City College

Voting on Resolutions

Without opposition, the delegates agreed to use the term "We" when referring to "The Academic Senate for California Community Colleges" as each resolution was read.

SATURDAY LUNCHEON

Secretary's Report
Secretary Beverly Shue presented the minutes of the 1996 Spring Session.
MSU: to approve the minutes of the Spring 1996 Session with two corrections of typos.

Treasurer's Report
Treasurer Debra Landre presented the Academic Senate Financial Report.
MSU: to approve the 1995-96 Academic Senate Financial Report as submitted.

FIFTH GENERAL SESSION RESUMES
President Janis Perry called the afternoon Session to order at 1:00 p.m.

Voting on Resolutions
Delegates continued voting on resolutions and amendments (See Appendix A for a complete listing of actions taken on resolutions.

Adjournment
Voting on all of the Fall 1966 Session resolutions and amendments we completed at 3:15 p.m. The Fall, 1996 Session of the Academic Senate for California Community Colleges was adjourned on Saturday, November 2, 1996 at 3:15 p.m.

29TH SPRING SESSION MINUTES
APRIL 10 - 12, 1997
SAN FRANCISCO AIRPORT MARRIOTT

April 10, 1997

Registration/Delegate Sign-in
Registration and Delegate Sign in began at 7:30 am.

Information for Candidate
Allen Boyer provided information for candidates from 8:15 - 8:45 am.

FIRST GENERAL SESSION
Call to Order
President Perry called the 29th Plenary Session of the Academic Senate for California Community Colleges to order at 9:00 am and welcomed delegates and guests.

Adoption of Procedures
Vice President Bill Scroggins presented the Academic Senates Rules and Bylaws and asked for their adoption.

MSU: Adopt the Academic Senate Rules and Procedures as presented.

Welcome by Gerald Peel
Gerald Peel, Skyline College, welcomed the members of the plenary body to San Francisco on behalf of all the faculty in Geocluster 5. He announced that Skyline College is pleased to bring the entertainment tonight from the Skyline Pacificers Islanders Alliance who are an award winning Tahitian dance group.

Announcement
President Janis Perry acknowledged the recent Hayward Award winners and introduced the following 1996-97 Award recipients to the plenary body:

Mike McHargue, Foothill College
Peter Georgakis, Santa Barbara City College
Margaret Lovig, Coastline College
Edward Lindley, Fresno City College

President Perry recognized and introduced the following distinguished guests:

Kathy Sproles, CCA/CTA
Tom Tyner, CCC/CFT
Leslie Smith, FACCC
Sam Weiss, Vice President of FACCC
Doug Sabiston, Senator Emiteruis

President Janis Perry called attention to the Academic Senate policy of honoring Executive Committee member once they have completed their terms. She explained that we are going to recognize the recently outgoing Executive Committee members one at a time at each General Session rather than all at once on Saturday. Perry introduced Regina Stanback-Stroud and read the following resolution:

MSU: Adopt the following resolution honoring Regina Stanback-Stroud:

BEST COPY AVAILABLE

Whereas Regina Stanback-Stroud has been a loyal and faithful member of the Executive Committee for five and one half years, and

Whereas Regina Stanback-Stroud served the Academic Senate in many significant ways including holding the offices of President and Vice President, being chair of the Educational Policies Committee, Affirmative Action/Cultural Diversity, Relations with Local Senates Committees, and Accreditation Subcommittee, and

Whereas Regina Stanback-Stroud has been the principal author of and/or contributed to more adopted Senate documents than any faculty member in the history of the Academic Senate, including such works as those analyzing the CSU proposal on remedial education, the Governor's School to Career plan, transfer issues, program review, workforce development, plus and minus grading, Student Equity, Affirmative Action, and many others, and

Whereas Regina Stanback-Stroud represented the Senate in an outstanding way on many system and intersegmental committees, including the Intersegmental Committee of Academic Senates, the Intersegmental Coordinating Committee, the K-12 Math Standards Task Force, the Academic Senate/CIOs Committee, the Council of Faculty Organizations, the Chancellor's Council of Organizations, and as the Accreditation Commission Liaison, and

Whereas Regina Stanback-Stroud did an exemplary job as Chancellor's Office-coordinator of the 1996 Summer Leadership Institute, bringing to that position her special blend of creativity, intelligence, rigor, and love, and

Whereas Regina Stanback-Stroud, as a well respected speaker and Senate representative at many conferences, meetings, and conventions, exemplified the best in community college shared governance, affirmative action, student equity, and local senate ideals of faculty primacy, equality, and leadership, and

Whereas Regina Stanback-Stroud, a distinguished professor of nursing at Rancho Santiago College, was also their academic senate president and a leader in shaping local AB 1725 mandates,

Therefore be it resolved that the Academic Senate for California Community Colleges commends Regina Stanback-Stroud for her exemplary service on behalf of the Academic Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wishes Regina Stanback-Stroud much happiness and success in her future pursuits.

Regina Stanback-Stroud thanked the Assembly, said that working as the Academic Senate President has given her an honor and she is proud.

Session Speaker, William Pickens, Director, Citizens Commission on Higher Education
President Perry introduced William Pickens and described the Citizens Commission on Higher Education. The Citizens Commission is a blue ribbon group of prominent individuals who are conducting conference reviews of higher education in California followed by a set of recommendations. The Commission task is to present an action agenda to the Governor and Legislature, to the institutions of higher education and their constituencies, and to the people of California which is designed to enhance accessibility and quality for higher education. Perry reviewed William Pickens higher education experience. Perry concluded by stating that William Pickens received his Ph.D from the University of California of Davis and he has been a visiting scholar at the Center for Studies in Higher Education at UC Berkeley and an adjunct professor in the school of education at UC Berkeley and in the Public Policy Program at CSU Sacramento.

Pickens thanked the Assembly for the invitation to address them and stated that California higher education is at a turning point. He said that he would like to give the Assembly a perspective on where we have been with particular regard to community colleges, information on the Citizens Commission, and personal advice based on his association with community colleges over the years.

Pickens discussed his perspective on the history of relations with community colleges since the master plan. Pickens said that the relationships you have with other institutions in some large way helps to define you. Community colleges are critical both in terms of the original master plan and as the entry point for transfer students today. He said that community colleges are intimately linked to the State university system. Using overhead transparencies, Pickens traced the history of legislation impacting community colleges. He said the most important issue in the 1980's was the departure from the policy frame work.

Pickens said it is clear that in the early 1990's the State did not have a plan for crisis or limited resources to match its commitment to the master plan. The Commission is concerned about the impact of Tidal Wave II. If the State encounters the same fiscal problems it did in the 1990's without a revised master plan, we could see a reoccurrence of the 1990's.

Pickens summarized the issues the Commission will be addressing with particular regard to community colleges. He said the first issue is how to accommodate Tidal Wave II. First, addressing capital issues is key to accommodating new students. Second, improving the transfer experience is extremely important. Third, responding to the social and educational demands of community colleges because of welfare reform and demographics. Finally, from Pickens perspective, there is a profound dysfunction in the community college system because of the State finance system. Pickens said that the Commission will recommend that the finance system be compatible and congruent with the governance system. For the long term interests of the community colleges finance and the governance mechanisms need to be compatible.

Pickens assured the Assembly that Commission members are committed to addressing issues of general public interest. The Commission will have an action agenda that will continue the best traditions of the master plan: accessibility, affordability, and opportunity. Pickens cited an article published by California Round table of Public and Private Finance Administration in Spring 1997 *Crosstalk*. Pickens believes this article is probably the best summary of some of the most profound conflicts in public policy relevant to community colleges and to all of California. Pickens read,

> "There is a parallel imperative for developing a greater sense of collective purpose and action among the various sectors of higher education. Currently, the mission and structure of a public institution is more often a function of the sector to which it belongs than of the characteristics of the region it inhabits or the learning needs of the students it has come to serve. The strong lines of demarcation separating private from public higher education and, within the latter, differentiating the three public sectors from one another, are themselves part of a larger disconnect between the state's objectives and institutional aspirations.
>
> Increasingly, in California as in the rest of the nation, there has emerged a remarkable singular definition of academic excellence as best exemplified by the research university. The dividing of all public higher education in California into three stacked tiers has helped reinforce a gold standard that equates educational quality with selective admissions and the presence of graduate research programs. The self-fulfilling result is a disposition to focus on inputs rather than outcomes, and a skewing of the aspirations of institutions and their faculties toward the research model, regardless of the societal need, the kinds of students enrolled, or the resources available for such a mission.
>
> What becomes skewed as well are the rewards and incentives available to help guide and structure a public system of higher education. More than one observer has noted that community colleges, responsible for educating the greatest number of students, receive the smallest share of state funding per student, while research campuses, which maintain the most selective admissions and attract students predominantly form families of middle- and upper-middle class income, receive the greatest share of state funding per student.

Looking at these distributions in themselves gives rise to criticisms that the state's system of higher education, which was designed to ensure access, serves ultimately to control access--and that the funds expended for higher education do more to create and enforce a status system than to foster individual opportunity for the majority of the state's citizens."

Pickens concluded his remarks by saying that good education is personal, tailored and customized. The acid test is not what are the general rules of faculty in governance or administration, but what are the ways you can make a singular difference. Faculty are the ones influencing, educating, making the difference for better or worse. Pickens closed by quoting Paul Goodman, "We are so out of touch 'with the real work' in the field and the real work that goes on in education, that the dean is superior to the professor and the board of trustees or regions is superior to the faculty, where is the real action, where will the real difference be made?" That, Pickens asserted, is where we should focus our attention, time, and resources. Pickens thanked the Assembly and he entertained several questions following his address.

First Breakout Session
Session Participants attended breakout session from 10:30 - 11:45 am, choosing from among the following:

1.	Practical Aspects of Curriculum Committee Operations, Part 1	Bill Scroggins
2.	TQM/CQI for Faculty Productivity	Janis Perry
3.	Nuts & Bolts I: Senate Roles and Responsibilities	Lin Marelick
4.	Innovative Strategies for Teacher Training: A California Community College Mentoring Model	Winston Butler
5.	Accommodating Students with Disabilities: The Good, the Bad and the the Confusing	Beverly Shue
6.	Dialogue with the Chancellor	Lee Haggerty
7.	Interactive Multimedia Algebra in a Community College -- Goals and Results	Ric Matthews

LUNCHEON/SECOND GENERAL SESSION
President Janis Perry opened the Second General Session and informed the body that Denise Ducheny would not be able to attend; the Speaker of the House would not excuse her because current welfare issues were being discussed in the Assembly today.

President Janis Perry honored Sally Flotho, previous Executive Committee member, introduced her and read the following resolution:

MSU: Adopt the following resolution honoring Sally Flotho:
Whereas Sally Flotho has been a loyal and faithful member of the Executive Committee for six years, and

Whereas Sally Flotho has served the Academic Senate in many important ways, including serving as Representative at Large and Representative from the South, and as chair of the Educational Policies Committee, the Standards and Practices Committee, the Counseling and Library Faculty Issues Committee, and the Affirmative Action/Cultural Diversity Committee, and

Whereas Sally Flotho, as chair of several Senate Committees, has made important contributions, such as overseeing the Disciplines/Minimum Qualifications review process, bringing to completion the Senate position paper on multicultural education, and participating in technical assistance for local academic senates, and

Whereas Sally Flotho has brought library faculty issues to the State level, and has contributed to position papers, legislation, and regulations to enhance the position of library and learning resources faculty thus increasing the understanding of all faculty of library and learning resources faculty concerns, and

Whereas Sally Flotho is a distinguished professor at Golden West College where she serves as library and learning resources faculty, and where she has been active in local shared governance as senate president, senate delegate, and other local senate positions,

Therefore be it resolved that the Academic Senate for California Community Colleges commends Sally Flotho for her exemplary service on behalf of the Academic Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wishes Sally Flotho much happiness and success in her future pursuits.

Sally Flotho thanked the Assembly and said that she is not going to stop serving the Academic Senate and will continue to be active on committees local and State level. She said that this is the most important organization in her professional life and she has grown so much from being a part of it. She has enjoyed meeting everyone.

Nominations for Senate Office:
Allen Boyer, chair of the Elections Committee, posted the list of candidates who had filed a candidate application. He then took nominations from the floor.

The following were nominated for the 1997-98 Executive Committee for the Academic Senate for California Community Colleges:

President
William Scroggins, Chabot College
Winston Butler, Los Angeles City College District

Vice President
Lee Haggerty, Saddleback College
Lin Marelick, Mission College

Secretary
Linda Collins, Los Medanos College
Gary Morgan, Oxnard College
Beverly Shue, Los Angeles Harbor College

Treasurer
Debra Landre, San Joaquin Delta College

Area A Representative
Clifford Burns, Sierra College
Nancy Silva, American River College

Area D Representative
Donna Ferracone, Crafton Hills College
Mark Snowhite, Crafton Hills College

North Representative
Barbara Davis-Lyman, Sacramento City College

South Representative
Dale Newman, Los Angeles Mission College

At-large Representative
No nominations were made.
Elections Chair Allen Boyer declared the nominations for Spring 1997 elections closed.

Second Breakout Session
Session participants attended breakout sessions from 2:00 - 3:15 pm, choosing from the following topics.

1.	Camarena/Proposition 209	Beverly Shue
2.	Welfare Reform: Facts and Figures	Len Price
3.	Faculty Role in the California Articulation Numbering System	Richard Rose
4.	Primacy of Faculty	Lin Marelick
5.	Reauthorization of the Higher Education Act	Lee Haggerty
6.	The California Community College Curriculum Web Page	Bill Scroggins

Third Breakout Session
Session participants attended breakout sessions from 3:30 - 4:45 pm, choosing from the following topics.

1.	Practical Aspects of Curriculum Committee Operations, Part 2	Bill Scroggins
2.	Faculty Perspective on the Future	Janis Perry
3.	Developing Technology Plans and Funding Strategies	Ric Matthews
4.	Federal Liaison and Sacramento Scene	Lee Haggerty
5.	Academic Senate Role in Staff Development Committee Structure and Funding	Winston Butler
6.	A Review of the Minimum Qualifications/Discipline List Process and Survey	Allen Boyer
7.	Using Web Pages for Instruction	Dave Diaz

Resolution Writing Session
At 5:00 pm, participants were invited to attend resolution writing sessions on topics presented earlier in breakout sessions.

Candidate Orientation
Candidates for the Executive Committee attended a candidate orientation and Elections Chair Allen Boyer reviewed the procedures for elections and answered pertinent questions.

No-Host Reception
From 5:30 - 7:00 pm, participants attended a no-host reception.

Banquet and Entertainment
Session participants attended a banquet in the Grand Ball Room with entertainment provided by *Te Mau Tamari'i A Tiare Na Kamali'i A Kiele*, A Tahitian Dance Troupe from Skyline College's Pacific Islanders Club. Following dinner, participants enjoyed rock and roll dancing with dance instruction by Virginia Romero, Cerritos College and music by Jeff the D.J.

April 11, 1997

THIRD GENERAL SESSION

Call to Order

President Janis Perry called the Third General Session to order at 8:30 am and introduced a distinguished guest, Sal Morales from Modesto Junior College.

Boyer reviewed the procedures and timelines for the candidates' speeches. Each candidate for office was introduced and made a brief speech.

President Janis Perry honored Luz Argyriou, previous Executive Committee member and introduced her and read the following resolution:

MSU: Adopt the following resolution honoring Luz Argyriou:

Whereas Luz Gomez Argyriou has been a loyal and faithful member of the Executive Committee for one year, and

Whereas Luz Gomez Argyriou served the Academic Senate in many important ways, including serving as Representative from the North and as an outstanding chair of the Curriculum and Transfer Committee, and

Whereas Luz Gomez Argyriou, as the devoted chair of the Senate Curriculum and Transfer Committee, wrote important documents, planned significant training workshops, and served on Chancellor's Office Committees, and

Whereas Luz Gomez Argyriou served the Academic Senate as the untiring and enthusiastic chair of the 1996 Spring Session , and

Whereas Luz Gomez Argyriou is a distinguished professor of psychology at Napa Valley College and is noted for her service there to faculty and students, including serving as the academic senate president,

Therefore be it resolved that the Academic Senate for California Community Colleges commends Luz Gomez Argyriou for her exemplary service on behalf of the Academic Senate and for the betterment of California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges wishes Luz Gomez Argyriou much happiness and success in her future pursuits.

Fourth Breakout Sessions

Session participants attended breakout sessions from 10:00 - 11:15 am, choosing from the following topics:

1.	Good Practices for the Implementation of Prerequisites	Donna Ferracone
2.	What is Your Information IQ?	Richard Rose
3.	Creditable Compensation	Lee Haggerty
4.	Title 5: Distance Education Regulations Revisions and Proposed Technology Mediated Instruction Position	Ric Matthews
5.	Nuts & Bolts II: Strategies for an Effective Senate	Lin Marelick
6.	Instructional Methodology: Approaches to Classroom Instruction	Winston Butler
7.	Multimedia in the Classroom	Dave Diaz

Fifth Breakout Sessions

Session participants attended breakout sessions from 11:30 am - 12:45 pm, choosing from the following topics:

1.	Performance Evaluation: Symbol for Unofficial Withdrawal	Richard Rose
2.	Technical Assistance: What is it and When is it Needed?	Lin Marelick
3.	Student Equity and Implementation Strategies	Beverly Shue
4.	Integrating SCANS Competencies	Donna Ferracone
5.	Standards of Practice for California Community College Counseling Programs	Richard Rose
6.	Welfare Reform: Issues and Actions	Janis Perry
7.	Web Page Development for Instruction	Ric Matthews

LUNCHEON/FOURTH GENERAL SESSION

President Perry called the Fourth General Session to order and introduced distinguished guests Chancellor Tom Nussbaum and Board of Governor member Julia Wu.

Luncheon Speaker/The Honorable Kathleen Connell, Controller

President Perry introduced Kathleen Connell, and reviewed her role as State Controller. Perry said that Controller Connell is passionate about cutting waste and improving efficiency because she thinks it's time to get real about California's future. Perry said that the Controller believes the funds saved through such cuts are critically important to invest in California's future -- in the education of our children, for example, and in revitalizing the State's infrastructure to enhance economic growth and job creation. Perry indicated that the Controller has a Ph.D from UCLA and taught graduate level course at the UCLA and UC Berkeley business schools and, she was the founder and director of the Center for Finance and Real Estate at the UCLA School of Management. Perry welcomed Kathleen Connell.

Kathleen Connell thanked President Perry for inviting her to speak and told the Assembly that the California community colleges have a very special place in her heart. She said that community colleges are a treasure for the State of California, one that is unrecognized and one that is vital to the future of California. Community colleges are essential to the creation of middle class jobs and are an essential catalyst to the future economy of the State.

Kathleen Connell gave a brief outlook on the State of California as the Chief Financial Officer. She was pleased to say that we are finally out of the recession and that a very broad based recovery is under way now. The State is moving forward, the economy is strong, and the resources are there for the State of California to make a significant difference in the way the State operates and the quality of services it provides to the people of California.

In looking at the challenges that lie ahead of us, the Controller detailed the education gap discussed in last month's Controller Quarterly publication. We are not sending as many of our high school graduates on to California colleges and universities. This is in stark contrast to the national trend of more high school students are going on to colleges and universities. This it is particularly disturbing in such a knowledge based state, that California high school students are not continuing on to college in the same ratio as they have in the past.

In researching why this phenomenon is occurring, the Controller analyzed a number of factors. She found it was not due to the racial or ethnic changes in the State of California. There is no correlation between ethnicity and the drop out rate in high school or the failure of high school students to go on to college. Rather what was found to have the strongest correlation between the dropping ratio and California's current high school population is income. The income of Californians has dropped significantly from 1980 to the present. This factor alone can explain most of the variance. She said that education level very closely compares with income level in California.

She suggested that California is in a period of significant change. The role of education must change to meet the varying challenges of the future. To address those changes, we have to talk about State government getting "REAL." She explained that "REAL" means that government must be responsible, it must be efficient, it must be accountable and it must show leadership. It means that government cannot provide services for everyone, the services provided have to be of high, and have to be competitively priced.

The Controller asserted that California needs to have a vision for its future. This vision should rest on three things: 1) Capital flow to create middle-class jobs; 2) Infrastructure development for the State of California; and 3) A quality education system. She argued that we need to focus on California community colleges. California Community colleges are indeed the prize jewel of our higher education system. Eighty-five percent of our high school students will not go on to the UC system or CSU system but they will find their way into community college classroom. Additional resources must be directed to revitalize California community colleges. Connell believes the faculty of California community colleges can give students the head start they need to be successful in the business community.

She closed with a pray that she tells her children before they go to bed, "Yesterday is only a dream, tomorrow is only a vision, but today well lived makes every yesterday a dream of happiness and every tomorrow a vision of hope." She assured the Assembly that they would have her commitment to education. She closed with a proverb from an ancient Chinese guru, "As one generation plants the tree, another enjoys the shade." She asked that the faculty join her in planting the trees and making sure that the necessary shade is there for our communities, our families, and our children.

President Perry thanked Kathleen Connell for being with the Assembly and encouraged everyone to attend the area meetings.

Area Meetings
From 2:30 - 3:45 pm. Session participants were invited to attend Area Meetings for discussion of Session resolutions and issues.

Candidate Forum
Participants were invited to meet the candidates for the office of president from 4:00 - 5:00 pm in an informal question and answer forum. Other candidates were also present to answer questions.

No-Host Reception
Los Medanos College, American River College, Cosumnes River College, Sacramento City College, Lake Tahoe College and West Hills College sponsored a no-host reception for the Session participants form 6:00 - 8:00 pm.

April 12, 1997

FIFTH GENERAL SESSION

Call to Order

President Janis Perry called the Fifth General Session to order at 8:30 am and explained the basic rules of parliamentary procedure. President Perry introduced and welcomed another trustee from Yosemite College District, Tom Halinan.

Elections Procedures

Allen Boyer, Elections Committee Chair, reviewed the voting rules and procedures.

Elections began and balloting continued throughout the day.

Parliamentarian's Report

Richard Lucas, Certified Public Parliamentarian, explained the basic rules of parliamentary procedure and the Academic Senate Rules for discussion/debate on the resolutions.

The following candidates were elected:

President	Bill Scroggins	Chabot College
Vice President	Lee Haggerty	Saddleback College
Secretary	Linda Collins	Los Medanos College
Treasurer	Debra Landre	San Joaquin Delta College
Area A	Nancy Silva	American River College
Area D	Mark Snowhite	Crafton Hills College
North Representative	Barbara Davis-Lyman	Sacramento City College
South Representative	Winston Butler	Los Angeles City College
At-large	Beverly Shue	Crafton Hills College

Voting on Resolutions Began

Delegates began consideration of the Academic Senate Resolutions. A full listing of the resolution vote results during the Fifth General Session can be found in Appendix A.

SATURDAY LUNCHEON

Secretary's Report

Secretary Beverly Shue presented the minutes from the 1996 Fall Session.

MSU: Approve the minutes of the Fall 1996 Session as written.

Treasurer's Report

Treasurer Debra Landre presented the 1996-97 Academic Senate Financial Report.

MSU: Approve the 1996-97 Academic Senate Financial Report.

FIFTH GENERAL SESSION RESUMES

President Janis Perry called the afternoon Session to order at 1:00 pm.

Voting on Resolutions

Delegate continued voting on resolutions and amendments.

Adjournment

The Spring 1997 Session of the Academic Senate for California Community Colleges was adjourned on Saturday, April 12, 1997, at 3:30 pm.

AFFIRMATIVE ACTION/CULTURAL DIVERSITY COMMITTEE
BY BEVERLY SHUE

The Affirmative Action./Cultural Diversity Committee is responsible for advising the Executive Committee on changes in affirmative action guidelines, laws and regulations, as well as other issues that arise dealing with cultural diversity that are not addresses in guidelines, laws and regulations.

Committee Members

Beverly Shue, Chair	Los Angeles Harbor College
Paul Carmona	Cuayamaca College
Loretta Hernandez	Laney College
Marie McCarthy	Marin College
Sondra Saterfield	Canada College

The Affirmative Action/Cultural Diversity Committee (AACD) began its 1995-96 academic year with eight major goals relating to recommending fair and effective hiring practices that would lead to a diverse faculty, administration and staff at each college when considering ethnicity, gender, and disability status. The AACD Committee also articulated its concerns on long-term, future faculty staff diversification and concluded that student success and targeted programs could be helpful in the "pipeline" issue of encouraging underrepresented students to pursue majors in disciplines that show significant underrepresentation as defined in the Title 5 regulations. This information was offered at the Summer 1996 Leadership Institute.

The Board of Governors adopted Student Equity as a minimum standard in 1996. The Fall 1996 Session included an AACD breakout on delineating each college's student performances by ethnicity and gender in degree and certificate completions, transfer, and completion of ESL and basic skills; the Spring 1997 Session AACD breakout included a status report of workshop participants on implementation status of student equity programs at various colleges. In addition, the AACD sponsored a breakout featuring OCR attorney Sarah Hawthorne on reasonable accommodations; Larry Toy, Chancellor's Office specialist on funding contributed information on services that can be provided by the Chancellor's Office in accommodations issues.

Unfortunately, 1996 was affected by national politics, including a presidential election, where Proposition 209 passed in November 1996; passage of Proposition 209 outlawed affirmative action programs and "preferential treatment" in contracting and higher education. Challenges to the constitutionality of Proposition 209 filed by various civil rights groups are yet to be completed (as of June 1997); in the meanwhile the Chancellor's Office issued a number of advisories to colleges and districts, that no action should be taken until all appeals are exhausted. Another decision that affected affirmative action and cultural diversity was the settlement of the Camarena lawsuit; this action involves Board of Governor's endorsed and sponsored targeted outreach programs. Beginning in August 1996, a series of advisories, question and answer documents, and four workshops were presented by the Chancellor's Office, urging districts to review their literature on affected programs. The AACD Committee sponsored breakouts in the Fall 1996 Session on Proposition 209, and in the Fall 1996 and Spring 1997 Sessions on the Camarena settlement.

1996 - 97 Goals and Objectives

1. Write a document that analyzes and explains fair and effective hiring practices that are in the Title 5 Revisions on Faculty and Staff Diversity adopted May 9, 1996. Resolution 12.4 S96 (develop a document to inform local senates on how to take a lead and plan in the area of staff diversity funds) and Resolution 12.5 S96 (work with the Faculty Development Committee to develop recommendations on the use of faculty and staff development funds and staff diversity funds).

   The AACD held off on writing this document until the court challenges and appeals to Proposition 209 were completed. Although the Chancellor's Office staff felt that the Title 5 Revisions on Affirmative Action would stand regardless of the outcome, there was uncertainty of the status of the term "affirmative action" in light of Proposition 209 banning affirmative action and preferential treatment.

2. Analyze the Chancellor's Office findings on the status of student equity plans as of May 1996 and work with the Chancellor's Office to determine the status of student equity plans and develop plans for technical assistance to colleges. The AACD Committee will develop specific recommendations on how to implement student equity plans. Resolution 6.8 S96 (work with the Chancellor's Office to equate student equity with student success).

   The AACD presented two breakouts on Student Equity; in Fall 1996 George Hall presented his status report on each district's statistics student performance record, any underperformance by ethnicity and gender in specific areas, and in the Spring 1997 participants reported their assessment of student equity implementation on their colleges. Because of receiving information in April 1997, a recommendations report is not yet ready. Several members attended various Student Equity colloquia, including Loretta Hernandez and Beverly Shue. Sondra Saterfield contributed counseling perspectives to the student equity implementation recommendations.

3. For early Fall 1996, encourage faculty to work with concerns groups and educate these groups on the detrimental effects of Proposition 209 if it should be passed by the voters in November 1996.

   The AACD Committee sponsored a breakout at the Fall 1996 Session that featured Vice Chancellor Jose Peralez, and Senate Presidents Alan Buckley and Ellen Liggons. This breakout was well received and earned marks on "5" in all categories.

4. Develop a model for current faculty to motivate students to become community college faculty in the future; this goal would address the "pipeline" issue and could lead to a long-term process of staff diversification. Resolution 12.3 S96 calls for the developing a model to encourage students to become community college faculty.

   The student success part of student equity programs is a beginning step in building a pipeline for future community college faculty; this begins with a college climate that welcomes students and includes faculty and staff that foster a supportive learning community. The FACCC/Senate Workshop on student success in April 1997 was built on this theme of student success.

   The development of a model to encourage students to become community college faculty has not been met and will be a goal for 1997-98.

5. Survey local senates to determine if they have an established part-time hiring process, analyze the data, and revise and/or develop a model for part-time hiring. Resolution 3.1 Sp. 96 (survey local senates for an established part-time hiring process).

   This goal was not met by the AACD Committee and will be a goal for 1997-98.

6. Develop and disseminate information on reasonable accommodations and their implications for student success and service to the community.

   The AACD Committee presented a breakout at the Spring 1997 Session featuring Office of Civil Rights Attorney Sarah Hawthorne. She is working with the Chancellor's Office on defining reasonable accommodations and working with districts on a case-by-case basis. Resource Specialist Larry Toy will be working with Sarah Hawthorne on this issue as well. AACD member Marie McCarthy was able to secure Sarah Hawthorne's services pro bono.

7. Develop a charge for the AACD Committee.

   The AACD Committee is working on a draft of a committee charge: "The AACD committee is charged with the responsibility of analyzing and recommending to the Executive Committee policies that promote faculty and staff diversity in hiring. Each college district shall develops its faculty and staff diversity plans

to comply with the guidelines in the Title 5 Regulations in each EEOC employment category. Further, the AACD is charged with the responsibility of recommending to the Executive Committee policies and procedures that promote student equity and student success." This charge will be reworked in the 1997-98 year.

Recommendations for 1997 - 98 Committee

1. Develop a model for encouraging students to become community college faculty members.

2. Develop a survey for local senates on part-time hiring and possibly develop a model on part-time hiring, depending up results of the survey.

3. Complete the charge for the AACD Committee.

COUNSELING AND LIBRARY FACULTY ISSUES COMMITTEE
BY RICHARD ROSE

The Counseling and Library Faculty Issues Committee is responsible for review of policies, procedures, administrative requirements and general information regarding counseling and library issues; discussion of current counseling and library programs; and consensus development on issues through study and research. The committee presents position statements and policy recommendations to the Academic Senate Executive Committee.

Committee members:

Richard Rose, Chair	Santa Rosa Junior College
Rosalie Amer	Cosumnes River College
Kevin Bray	Sierra College
Dan Crump	American River College
Faye Dea	Los Angeles Valley College
Penny Gabourie	Cypress College
Val Mitchell	Cerritos College
Ron Vess	Southwestern College

1996 - 97 Goals and Objectives

1. Work to include counseling and library faculty in the 75/25 ratio calculations.

   Committee completed a information sheet demonstrating number of new positions based on the 1995 - 96 growth factor and presented to fall breakout session.

2. Develop topics for FACCC/Senate workshop on library issues.

   Completed. Committee presented a session on Information Competency.

3. Complete "Standards of Practice for Counseling Programs" paper and present to Spring Session.

   Completed. Paper was presented at FACCC/Senate workshop and was adopted at 1997 Spring Plenary Session.

4. Develop communication mechanism to effectively link California community college library faculty.

   Postponed. Held over to 1997 - 98.

5. Consider FACCC/Senate workshop on counseling issues for Fall 1997.

   Postponed. Held over for consideration in 1997 - 98.

6. Develop paper on information competency.

   In progress. Paper due to be completed for Spring or Fall Plenary Session 1998.

7. Review draft on Curriculum Standards Handbook, Vol. 2 in regard to library and counseling issues.

   Postponed. Held over to 1997 - 98.

8. Address topic of program review models for library and counseling departments. (Possible breakout session or paper).

   Postponed. Held over to 1997 - 98.

9. Develop formal statement of role and purpose of this committee.

   Complete.

10. Spring 1996 resolutions: Make recommendations for guideline for cataloging supervision by librarians.

    Deleted. Committee failed to determine what the issues were.

Recommendations for 1997 - 98 Committee

1. Assist in the development of any proposals which would include counseling and library faculty into the 75/25 ratio calculations.

2. In consultation with the Technology Committee, assist in the development of a "list serve" to effectively link counseling and library faculty.

3. Review draft on Curriculum Standards Handbook, Vol. 2 in regard to library and counseling issues.

4. Address topic of program review models for library and counseling departments (possible breakout sessions or paper).

5. Develop paper on issues of Information Competency to be presented Spring or Fall 1998 session.

6. Research counseling discipline curriculum and program design for concept paper on "integrating student development into the teaching and learning and learning process."

CURRICULUM COMMITTEE
BY BILL SCROGGINS

The Curriculum Committee is charged to make recommendations to the Executive Committee on issues related to the development, review, and implementation of curriculum both at the college and state level. By resolution, the committee is charged to have members representing students, articulation officers, librarians, and noncredit faculty. Under the direction of the President, the chair and/or members of the Curriculum Committee provide technical assistance to local college curriculum committees, academic senates, and the faculty in general.

Committee membership:

Bill Scroggins, Chair	Chabot College
Luz Gomez Argyriou	Napa Valley College
Donna Ferracone	Crafton Hills College
Jean Smith	San Diego, Continuing Education
Jannett Jackson	Fresno City College
Linda Lee	San Diego Miramar College
Bob Stafford	San Bernardino Valley College
Ron Vess	Southwestern College
Marissa Alvarez	Student Senate

Goals (with Resolutions) and Actions Taken

1. Continue development of regional colloquia (8.4 S94).

   The committee developed a specific proposal in the form of a position paper, Regional Colloquia and Delegated Approval Authority, which was adopted at the spring plenary session. In addition, the committee prepared an FII grant proposal which was submitted to by Crafton Hills College. If the grant is not funded, the committee will continue working with the CIOs to obtain local funding. The paper also contains recommendations to change the delegation criteria from knowledge, procedure, and approvability (which will become standards) to submission of the delegation checklist and participation in a technical assistance activity such as the regional colloquia.

2. Continue regular and effective communication with local curriculum chairs (committee charge).

   The chair of the committee presented workshops at twelve colleges. The committee presented four breakouts at each plenary session, now organized into a "curriculum strand" so that topics at each breakout flow into the next. The committee also continued its practice of maintaining a library of curriculum resource material and distributing that material on disks to breakout participants at each session.

3. Continue development of Curriculum Standards Handbook Volume II (8.1 S94).

   Steady progress has been made on the "good practices" papers for volume II:
   Curriculum Committee: Roles, Structure, Duties and Standards of Good Practice (Fall 1996)
   Components of a Model Course Outline of Record (Fall 1995)
   Curriculum Committee Review of Distance Learning Courses and Sections (Fall 1995)
   Good Practices in the Implementation of Prerequisites (Spring 1997)
   Placing Courses in Disciplines (Spring 1994)
   Program Review: Developing a Faculty Driven Process (Spring 1996)
   Joint Review of Library/Learning Resources by Classroom and Library Faculty (Fall 1995)
   Regional Colloquia and Delegated Curriculum Approval Authority (Spring 1997)
   Program Discontinuance (with Ed Policies; in draft form)
   Program Approval (with Voc Ed; in outline form)
   A Strategy for an Effective Curriculum Committee (in outline form)

Stylistic Considerations in Writing Course Outlines of Record (in draft form)
Technology and Technology-Mediated Instruction (with Tech; in draft form)
Non-Credit Standards of Good Practice (to be planned Fall 1997)
Articulation and Transfer (to be planned Fall 1997)

4. With Technology Committee explore use of technology to record curriculum breakout sessions and to have them available as a resource to local curriculum committees (1.3 S96).

At the Fall Plenary Session the committee audio taped and transcribed the curriculum breakouts. While some did ask for the tapes, the committee concluded that the quality of the content was not at a level that justified continuing the effort. One of the members also took notes at the breakouts, and these were found to be much more valuable than the transcripts. The committee prepared a detailed outline of topics to be presented at the spring session and included these in the handouts. This will be the policy in the future rather than exploring more uses of technology to record the breakouts.

5. Work in conjunction with the Vocational Education Committee to develop good practices for program prerequisites and program approval for dissemination to the field and inclusion in the Curriculum Standards Handbook Volume II (9.5 S96).

The two committees planned and carried out a breakout at the fall plenary session. The notes from this breakout were discussed at a joint meeting of the two committees in February. The result was an outline of the paper which will continue to be developed during 1997-98.

6. Work through ICAS and the CSU-GE Review Committee to add a sign-off by the faculty curriculum chair on the annual CSU-GE Breadth course submittal form (9.1 S96).

The chair of the committee presented this proposal to the CSU GE-Breadth Committee and it was accepted. Beginning this fall, the submittal forms will require the sign-off of the faculty curriculum chair.

7. Review and develop a proposal for language change on Title 5 §55002 (composition of the curriculum committee) to agree with §53200-4 (powers of the senate) (Executive Committee motion).

This proposal was developed by the committee and passed at the fall plenary session. The Title 5 change was submitted to consultation and is in the process of being further refined, particularly to address the concerns of the CIOs. The revisions should be approved by the Executive Committee at its June 1997 meeting and resubmitted to consultation.

8. Work with CIOs and collaborate in their efforts to develop guidelines for catalog revision (9.2 S96) and explore means for delivery of accurate information to students.

The CIOs did not pursue this issue during 1996-97 but may do so in the coming year.

9. Affirm that the Curriculum Standards Handbook and the Model District Policy do not limit the academic freedom of classroom instructors to use their skills for conducting classes in a manner which will best result in achieving course objectives (9.3 S96).

This point was emphasized in the presentations and breakouts conducted by the committee during the year.

10. Work with the Technology Committee to develop a position paper on curricular monitoring and faculty roles in distance learning (11.4 F94).

This paper is currently in draft form under the leadership of the Technology Committee.

11. Develop a paper that addresses areas of most commonly requested technical assistance in the area of prerequisites in collaboration with MAC representatives (Exec motion).

A paper on Good Practices in the Implementation of Prerequisites was developed by the committee and adopted at the spring plenary session.

In addition, the committee developed a collaborative process with the CIOs to deliver technical assistance to colleges which are having difficulty with their curriculum processes. The chair and the CIO liaison, Joyce Black of Pasadena City College, made such a presentation at a two-day session at Hartnell College.

The committee was also asked to respond to allegations of curriculum deficiencies in telecourses, particularly *Destinos* and *Faces of Culture*. The committee is in the process of collecting syllabi and detailing the excellent instructional practices which the committee has found that most colleges use in delivering these telecourses.

Recommendations for 1997 - 98 Committee

The following goals are recommended to next year's committee:

1. As directed by the president, continue regular and effective communication with local curriculum committees, academic senates, and faculty in general (committee charge).

2. Continue development of regional colloquia and work towards implementing changes in the criteria for maintaining delegated curriculum approval authority in the language of the *Curriculum Standards Handbook* in order to strengthen the role of regional colloquia (8.4 S94 and 9.2 S 97).

3. Continue development of Curriculum Standards Handbook Volume II (8.1 S94).
   - Program Discontinuance
   - Program Approval
   - A Strategy for an Effective Curriculum Committee
   - Stylistic Considerations in Writing Course Outlines of Record
   - Technology and Technology-Mediated Instruction
   - Non-Credit Standards of Good Practice
   - Articulation and Transfer

4. Continue to work in conjunction with the Vocational Education Committee to develop good practices in program approval for dissemination to the field and inclusion in the Curriculum Standards Handbook Volume II (9.5 S96).

5. Continue to work in conjunction with the Educational Policies Committee to develop policies and procedures for program termination (9.0 S96).

6. Continue work on the language change in Title 5 §55201 to insert a provision recognizing the "critical mass" concept for program prerequisite justification. (9.2 F96) and begin to develop program prerequisite models to assist in implementing the above goal (9.5 F96).

7. Continue work on the language change in Title 5 §55002 (composition of the curriculum committee) to assure agreement with §53200-4 (powers of the senate) (9.3 F96).

8. Continue to work with the Technology Committee to further develop the position paper on technology mediated instruction (11.4 F94).

9. Urge local senates to seek timely review and approval of distance education courses (9.6 S97) and identify model local practices for such review and approval as well as generally for changing modes of delivery (9.5 & 9.6 S97).

EDUCATIONAL POLICIES COMMITTEE
BY JANIS PERRY

The Educational Policies Committee studies educational issues of concern to the Academic Senate and is the standing committee that recommends educational policies to the Executive Committee. The Committee provides a forum for high-level discussion and development of Academic Senate policy, including its effect on faculty and students. The discussions include the viewpoint of student, Chief Instructional Officers, and union representatives.

The Educational Policies Committee researches issues as required, and writes background and/or position papers where appropriate. The Committee may pass general recommendations to other Senate committees, or work with them on more detailed implementation or technical issues. New or revised educational policies of the Academic Senate pass through the Educational Policies Committee. These may include policies to be implemented either locally or at the state level, suggested positions on proposed policies or changes in existing policies, and responses to assignments given by the President or Executive Committee.

Committee Members	College	Discipline/Profession
Regina Stanback-Stroud	Rancho Santiago College	Health Sciences
Janis Perry (Spring)	Rancho Santiago College	Counseling/Human Dev.
Linda C. Collins	Los Medanos College	Humanities/Social Science
Ian Walton	Mission College	Mathematics
Richard Rose	Santa Rosa Junior College	Counseling
Talli Ebin	Laney College	Part time Representative
Marina Valenzuela-Smith	Antelope Valley College	English/Foreign Language
Robert Beery	Hartnell College	CCA/CTA Representative
Debra Landre	San Joaquin Delta College	Mathematics
Donna Boatright	Marin College	Chief Instructional Officers
Marissa Alvarez	Santa Rosa Junior College	Student Senate (no show)

The Educational Policies Committee met nine times over nine months of the 1996-1997 academic year. The meetings were held at the Waterfront Hotel at Jack London Square in Oakland, California. The committee had an ambitious agenda and made significant progress on its goals. Some of the goals were met and others are still in progress. To that end, this report includes the goal, progress or accomplishment, and recommendations to the 1997-1998 Educational Policies Committee.

I. Goals Completed

1. **Transfer: Fiscal Resources**

   Goal Complete the second, in a series, paper on the institutional an financial resources dedicated to the function of transfer. **(S95 4.3) (S95 4.4)(S95 4.13)**

   Progress With feedback from the Transfer Center Directors Association, the committee prepared a document for discussion and adoption at the Fall Session. The document, "Toward Increased Student Success: Transfer as an Institutional Commitment" was adopted, published and distributed to the field.

   Recommendation None

2. **Symbol Other than W**

   Goal Develop a consultation digest item to seek changes in Title 5 grading policies and procedures to allow for an evaluative symbol indicating an unofficial withdrawal. **(S95 14.1)**

Progress The committee continued the discussion on the issue of a grading symbol other than "W". Discussions included the need for faculty to be able to accurately ascertain student outcomes. When students unofficially withdraw and receive an F, outcome data is inaccurately affected to reflect failures. A document prompting multiple and complex issues to be surfaced, including but not limited to late drop dates, financial aid implications, and the effect on the GPA was developed. The document titled"Toward Accurate Student Performance Evaluation: Symbol for Unofficial Withdrawal" was developed and forwarded to the Spring Session where it was adopted. A consultation digest item recommending to the Board of Governors the addition of the symbol of "FW" to grading policies will be forwarded to the Consultation Council at the first meeting of the new fiscal year.

Recommendation None

3. **Materials Fees**

Goal Prepare materials fees survey draft for recommendation to the Executive Committee. **(S95 1.2) (F94 20.10)**

Progress During the Fall semester, the Chancellor's Office conducted a survey, and put out an advisory clarifying the use of materials fees. The committee made a recommendation to the Executive Committee, that the Chancellor's Office work on the issue covered the concerns of the resolutions and therefore not to go ahead with our own survey unless there were continued reports on violations from the field. The Executive Committee approved this recommendation.

Recommendation None

4. **Committee Charge**

Goal Make a recommendation to the Executive committee on the written charge of the Educational Policies Committee for inclusion in the bylaws.

Progress The Executive Committee approved the committee's recommendation. The charge is identified at the top of this report.

Recommendation None

II. Goals in Progress

1. **Tenure and Academic Freedom**

Goal Using the AAUP Statement on Academic Freedom, prepare a document that further develops the statement and discusses issues surrounding tenure and academic freedom.**(S95 19.2)(S96 19.4)(S96 19.5)(S96 19.6)**

Progress The committee continued the discussion of Tenure and Academic Freedom in preparation for further development of the position paper. Draft outlines, discussion points, and questions to be addressed were developed in preparation for the development of a document discussing the issue of tenure and its relationship to academic freedom.

Recommendation Continue with the goal of developing a position paper, consistent with recently passed resolutions to develop a paper affirming the value and worth of tenure.

2. **175 Day Rule**

Goal Make recommendation to the Executive Committee on the **175 Day Rule** (currently in consultation) taking curriculum, pedagogical, staff development, governance, and collective bargaining implications into consideration. **(S94 1.8.0)**

Progress The consultation recommendation was changed to simply change the definition of a "day" . The discussions on curriculum, pedagogical, faculty development, governance, and collective bargaining implications were dropped. The regulation change to that affect was adopted by the Board of Governors. The Academic Senate and the Cheif Instructional Officers were asked to develop models of calendars that could be distributed to the field in order to help the Chancellor's Office anticipate different versions of "term multipliers". The committee added new union representation to assist in this task. The CIO's did not identify representatives to work on this issue until late in the year, therefore the task is on-going.

Recommendation Proceed with the sub-committee activity of developing models for distribution to the field.

3. **CAN/Assist**

Goal Prepare background paper and recommendations regarding faculty participation, evaluation, and funding of CAN. **(S94 4.4) (S94 4.5)**

Progress The committee continued discussions on the issue of evaluating CAN The Executive Director was invited to participate in the initial discussions. A draft document is almost fully developed as a result of a survey of Articulation Officers, presentations at Session, and Articulation Officer meetings.

Recommendation Adopt the above goal and proceed with the development of the paper for adoption at a subsequent Session.

4. **Program Discontinuance**

Goal Make recommendations to the Executive Committee on standards and regulations for program discontinuance. **(S96 9.0)**

Progress The committee worked on developing a draft document as a result of a Fall Session breakout on this controversial topic. Union representatives were added to the committee continue to address this issue.

Recommendation Adopt the above goal and proceed with the development of the position paper for adoption at a future Session.

5. **Part time Faculty Participation on the Executive Committee**

Goal Prepare a proposal for bylaws changes for participation of part time faculty with the Executive Committee. **(S96 1.5)**

Progress The committee held a breakout at the Fall Session where the discussion was varied on ways to get part time faculty more involved in Executive Committee activities and leadership. The committee began discussions on a draft document that will identify ways to get part time faculty more involved as well as addressing policy issues around "work load and compensation". Union and part time representatives were on the committee to lend their expertise and perspectives.

Recommendation Adopt the above goal and continue the discussions and development of a policy paper that will inform the development of any bylaws change that may be necessary.

6. **Textbook Pricing**

Goal Collaborate with the Student Senate to investigate textbook pricing policies system-wide, identify issues, and make recommendations to the Executive Committee for forwarding to the Session.**(S96 20.1)**

Progress The committee created and sent a survey to local senate presidents, bookstore managers, and student body presidents to solicit information on current bookstore pricing trends, policies, and governance. The response was not overwhelming, but provided enough information to illustrate some trends. This information creates the basis for a information and position paper which is in the draft stage.

Recommendation Adopt the above goal and continue to work on the development of a document for discussion and adoption at a future Session.

7. **Educational Master Planning Processes**

Goal Work with the Executive Committee member who has been designated to take the lead on this issue in the AS/CIO's sub-committee to prepare a document that (1) identifies faculty responsibility on educational master planning processes and (2) provides local senates with a model for developing an educational plan.. **(S96 13.5)**

Progress The membership of the AS/CIO's sub committee was slow to be identified, however, all faculty membership with the exception of the co-chair, are members of the Educational Policies committee. The group is anticipated to begin its work in the Fall of 97.

Recommendation Revise the above goal to make the sub-committee a sub-committee of the Educational Policies Committee, and begin the work the other constituent members as soon as possible.

III. Goals Not Addressed

1. **Academic Freedom and Tenure - Curriculum Handbook Review**

Goal Work with the Curriculum Committee to review the Model District Policy and Curriculum Handbook for academic freedom violations. **(S96 9.3)**

Progress Not addressed.

Recommendation Adopt the above goal and move forward on the activity.

2. **Paraprofessionals**

Goals Prepare a position paper on paraprofessionals or instructional aids to define their duties, responsibilities, responsibilities, and criteria for supervision; and include in paper a clarification of the laws regarding line of sight. **(S94 19.1)**

Progress Not addressed

Recommendation A number of previous Academic Senate documents cover this issue, therefore make a recommendation to the Executive Committee that this goal be dropped and the resolution be declared not feasible within the context of other priorities.

ELECTIONS COMMITTEE
BY ALLEN BOYER

The Elections Committee has the responsibility of delegate credential sign-in registration, providing election information, overseeing the nominations process, and collecting and tabulating of ballots at the Fall and Spring Session of the Academic Senate.

The 1996 - 1997 Elections were administered by Allen Boyer, Chair, with advice from Executive Committee members, Bill Scroggins and Edith Conn with assistance by Bobbi Gallagher, Riki Kucheck, Julie Adams, and Jeff Hyatt. The elections polices and procedures that had been adopted by the Executive Committee in November of 1995 were also used in this election year.

The Election of Fall 1996
The procedures used came from the Senate bylaws as adopted.

Voting Delegate Roster and Sign In
A list of Community colleges and districts designating each Delegate as either North or South and their Areas was sent in the first mailing two months prior to the Fall Session.

A Delegate Request Form was sent in the first and second mailing with a deadline of September 15 which was mailed one month before the Fall Session.

There are presently 108 Senates, 7 District Senates and 15 Executive Committee Members making a total of 130 voting delegates. It was essential to establish the validity of the voting delegates. The Elections Chair developed a current delegate list from the returned forms and this roster served as the credentials sign-in sheets during the verification of the delegates at the Spring Session. 58 of the Delegates returned their Delegate form.

A separate table was established for sign in, signature verification, and the bestowing of the Blue Delegate ribbons on the verified Delegates. This table was open during the Pre-registration hour Wednesday night and every morning at 30 minutes prior to the Session Starting hour. The number of Delegates who were registered and verified was 95 Colleges and Districts and 14 Executive Committee Members (There was an unfilled North representative position). For a total of 129 Possible Voting Delegates.

The following colleges or Districts did not send a voting delegate:

Antelope Valley	Gavilan College	Peralta CC District	West L.A. College
College of The Canyons	Laney College	College of the Redwoods	Ventura College
Chabot College	Las Positas College	San Jose City College	Victor Valley College
College of the Desert	L.A. Southwest College	Shasta College	Vista College
Feather River College	Merced College	Santa Rosa College	W. West Valley / Mission District

ELECTION DATA

Number of Possible Delegates 129. Number that did not register, 20. The number of Delegates, Colleges and Districts who were registered and verified was 95; and 14 Executive Committee Members. (one open Executive position) For a total of 109 Verified Voting Delegates. Number of verified Delegates who did not vote 2. Number of Delegates who voted in the Fall 1996 special election for treasurer 107. Number of invalid ballots 0. Number of valid ballots 107. Number of ballots needed to win 54. The election results: Douglas Mc Ferrin - 30 Ballots; Debra Landre - 77 Ballots. The winner Debra Landre. The uncontested North Representative election was won by Barbara Davis-Lyman by acclamation.

ELECTION SPRING 1997

Again the procedures used came from the Senate Bylaws and Senate Rules adopted in Fall 1995.

Voting Delegate Roster and Sign In
A list of community colleges and Districts designating each Delegate as either North or South and their areas was sent in the first mailing two months prior to the Spring Session. A delegate request form was sent in the first and second mailing with a deadline of March 21, 1997. There are presently 108 Senates, 7 District Senates, and 15 Committee Members making a total of 130 voting delegates. A separate table was established for sin in, signature verification and the bestowing of the Blue Ribbons on the verified Delegates. This table was open during the Pre-registration hour Wednesday night and every morning at 30 minutes prior to the Session hour. The number of Delegates who were registered and verified was 104 Colleges, Districts, and 15 executive Committee Members. Eleven Colleges did not register. For a total of 130 possible voting Delegates.

The following Colleges did not have a registered Delegate (13):

Chabot College	Ohlone College	Taft College
College of the Desert	College of the Redwoods	Ventura College
Feather River College	Sacramento City College	Vista College
Mendocino College	San Jose City College	
Mt. San Antonio College	Shasta College	

The following Executive Committee Members did not vote (2):

Regina Stanback-Stroud, Past President, (resigned her position)
Allen Boyer, Election Chair, the presiding chair is not eligible to vote

ELECTION DATA
The number of possible Delegates, 130. Number that did not register, 13. Number of votes ineligible, 2. Number of registered Delegates who did not vote in any election, 1.

The number of Delegates who voted in each election:

President	107
Vice President	113
Secretary	112
Treasurer	106
Area A Representative	17
Area D Representative	28
Region North Representative	39
Region South Representative	49
At-Large Position	70
Runoff #1 (Secretary Runoff)	111
Runoff #2 (South Rep. Runoff)	45
Runoff #3 (At-Large Runoff)	70

ELECTION RESULTS

President

Number of ballots cast	107
Number of valid ballots	107
Number of votes needed to win	54
Winston Butler	43
Bill Scroggins	64

Vice President

Number of ballots cast	113
Number of valid ballots	113
Number of votes needed to win	57
Lee Haggerty	60
Lin Marelick	53

Secretary

Number of ballots cast	112
Number of valid ballots	112
Number of votes needed to win	57
Linda Collins	52
Gary Morgan	33
Beverly Shue	27

Secretary (Run-off)

Number of ballots cast	111
Number of valid ballots	111
Number of votes needed to win	56
Linda Collins	62
Gary Morgan	49

Treasurer

Number of ballots cast	106
Number of valid ballots	106
Number of votes needed to win	54
Blanks	4

Write in Candidates

Debra Landre	93
Beverly Shue	2
Ian Walton	2
Dennis Smith	4
Reed Wellor	1

Area A Representative

Number of ballots cast	17
Number of valid ballots	17
Number of votes needed to win	9
Cliff Burns	5
Nancy Silva	12

Area D Representative

Number of ballots cast	28
Number of valid ballots	28
Number of votes needed to win	15
Donna Ferracone	12
Mark Snowhite	16

North Representative

Number of ballots cast	39
Number of valid ballots	39
Number of votes needed to win	20
Cliff Burns	8
Barbara Davis-Lyman	31

South Representative

Number of ballots cast	49
Number of valid ballots	49
Number of votes needed to win	25
Winston Butler	21
Donna Ferracone	12
Gale Newman	6
Beverly Shue	10

South Representative (Run-off)

Number of ballots cast	45
Number of valid ballots	45
Number of votes needed to win	23
Winston Butler	27
Donna Ferracone	18

At - Large Representative

Number of ballots cast	70
Number of valid ballots	70
Number of votes needed to win	36
Cliff Burns	6
Donna Ferracone	26
Gale Newman	6
Beverly Shue	32

At - Large Representative (Run-off)

Number of ballots cast	70
Number of valid ballots	70
Number of votes needed to win	36
Donna Ferracone	29
Beverly Shue	41

FINAL ELECTION RESULTS SPRING 1997

President - Bill Scroggins
Vice-President - Lee Haggerty
Secretary - Linda Collins
Treasurer - Debra Landre
Area A Rep. - Nancy Silva
Area D Rep - Mark Snowhite
North Rep. - Barbara Davis-Lyman
South Rep. - Winston Butler
At-Large Rep. - Beverley Shue

ACKNOWLEDGMENTS

Again the Spring 1997 election ran very smoothly due to a great many experienced helping hands. I would like to thank Janis Perry, Bill Scroggins, Richard Lucas, Edith Conn, Riki Kucheck, Julie Adams, and Jeff Hyatt, for their very able assistance. A final thanks to ten of our Faculty who acted as tellers collecting and tabulating the final ballots.

ELECTIONS POLICES AND PROCEDURES

An election Polices and Procedures notebook containing the step by step process that we have developed following the by-laws and rules will be produced this summer and presented to the Standards and Practices Committee for editing, and then presented to the Executive Committee for adoption and approval in the Fall of 1997.

FACULTY DEVELOPMENT COMMITTEE
BY WINSTON BUTLER

The Faculty Development Committee is responsible for developing papers and processes to promote faculty development. The Committee provides guidance in the areas of faculty development, developing innovations in teaching/learning strategies, and promoting good teaching/learning practices.

Committee Members

Winston Butler, Chair	LA Community College District
Loretta Cannett-Bailes	Compton College
Mike McHargue	Foothill College
Ramon Rodriquez	Ventura Community College
Virginia Romero	Cerritos College
Danita Terry	Moorpark College

1996 - 97 Goals and Objectives

1. Make recommendations to the Executive Committee for 97-98 FACCC/Senate workshops and Great Teachers Seminar.

   Recommended FACCC/Senate Workshops for 87-98 are: Educational Technology, College/State Budgets, Welfare/Workforce Development, Vocational Education, Faculty Development/Teaching Techniques, Information Competency, Counselors, Basic Skills. The Executive Committee at its May meeting approved only College/State Budget, Welfare Reform/Workforce Development and Vocational Education workshops. A workshop on the 75/25 Bill is tentatively planned pending action in the state legislature. Other workshops not approved will be considered as budgetary obligations related to resolutions passed at the Spring 97 Plenary Session requesting senate related workshops.

2. Make recommendations for the '97 Summer Institute on to topics for leadership, presentations, and scheduling.

   The committee made several suggestions to the institute coordinator, Lin Marelick, for the 97 Summer Institute scheduled for June 19th in Monterey, California.

3. Develop strategies to provide to the Executive Committee for the implementation of Resolution 12.2 S95 asking that the Board of Governors approve self-esteem and wellness programs as authorized uses for staff development funds.

   Efforts in this area are still in progress.

4. Develop a paper that provides guidelines to local senates on the effective implementation of faculty development philosophy, evaluation, senate roles, and funding.

   The committee conducted a field survey of academic senates and a breakout at the Spring 97. The paper providing guidelines will be available at the Fall 97 Plenary Session.

5. Develop Fall and Spring Session evaluations.

   The committee reviewed and revised the session evaluations for the Fall 96 and Spring 97 sessions.

6. Plan breakout session for Service Learning and Volunteer Learning at either or/both Fall and Spring Sessions.

A breakout session was devoted to the topic entitled, "Learning Through Service: How Students Can Give and Gain at the Fall 96 Session. The breakout was presented by Mona Field, Deborah Ludford, and Lynn Mc Murrey from Glendale College. Information from the successful Service Learning and Volunteer program at Glendale gave attendees helpful information and insight into the advantages and disadvantages of the program and methods of how to develop and operate this type of program.

7. Develop strategies to provide to the Executive Committee for the implementation of Resolution 12.1 S96 asking that the ASCCC support workshops and other faculty development activities that encourage and train faculty for new teaching methods as reflected in the BOG Basic Agenda and other documents.

   The Committee sponsored two breakouts at the Spring 97 Session breaking from the traditional lecture style presentation to introduce in practice various teaching methodologies and mentoring options for new teachers. "Innovative Strategies for Teacher Training: A California Community College Mentoring Model" dealt with methods for new teacher training and "Instructional Methodology: Approaches to Classroom Instruction" explored the use of instructional techniques in SCANS, collaborative learning and learning assessment styles.

Recommendations for 1997 - 98 Committee

1. Work with FACCC to plan and implement FACCC/Senate Workshops for 97-98.

2. Review and revise the FACCC/Senate workshop agreement to insure appropriate delineation of functions and responsibilities as it relates to budget, staffing, workshop topics.

3. Develop a paper for Fall 97 that provides guidelines to local senates on the effective implementation of faculty development philosophy, evaluation, senate roles, and funding as called for in resolutions 12.4 and 12.5 S96.

4. Make recommendations for the '98 Summer Institute on topics for leadership, presentations, and scheduling.

5. Continue the development of strategies to provide to the Executive Committee for the implementation of Resolution 12.1 S96 asking that the ASCCC support workshops and other faculty development activities that encourage and train faculty for new teaching methods as reflected in the BOG Basic Agenda and other documents.

LEGISLATIVE AND GOVERNMENTAL RELATIONS COMMITTEE
BY LEE HAGGERTY

The Chair of the Legislative and Governmental Relations Committee and the President will be responsible for the Academic Senate's Legislative activities. The Chair will be conversant on legislation affecting the California Community Colleges; represent the Academic Senate's point of view to the Legislature whenever necessary; and keep the President and the Executive Committee informed at all times. Periodic reports are made to the President and the Executive Committee with legislative updates to the above, as well as, the Chancellor's Office and other community college organizations.

Committee Membership:

Lee Haggerty, Chair	Saddleback College
Salvador Aceves	Napa Valley College
Jim Higgs	Modesto Junior College
Barbara Davis-Lyman	Sacramento City College

1996 - 97 Goals and Objectives

1. Work with advocacy groups to influence state and federal legislation("21.3"S96 and"21.5"S96).

   The Chair serves as the liaison to the Californians, the Faculty Association For California Community Colleges(FACCC), the Chancellor's Office Legislative Advocacy Group, The Chancellor's Office Consultation Process, the Council Of Faculty Organizations(COFO), and Academic Senate and Council of Instructional Officers. In each of these bodies, legislation and public policies are influenced and developed. This is an on-going process and there are several bills and issues that are being discussed and influenced. A few include Welfare Reform, Budgets, Standards, Workforce Development, and Academic Freedom.

2. Oppose concepts in Legislation that limit academic freedom("6.3"S96).

   SB 1399 was taken for discussion to the Intersegmental Council Of Academics where the Legislator attended and it was agreed that the issues in the bill should not be resolved by legislation but instead by consultation and the parties involved have dealt with the issues by way of internal institutional policies.

3. Analyze bills in legislature and make recommendations to the President and the Executive Committee ("6.02"S97).

   During this session of the legislature, more than 100 (one-hundred) bills have been analyzed with recommendations made or soon to follow. This process is continuous and additional analyzes are to be forwarded for both one-year and two-year bills.

4. Work with educational groups to influence legislation affecting educational freedom("6.4"S96 and "21.4"S96).

   This goal was accomplished with the agreement in ICAS related to SB 1399.

5. Support legislation regarding an appropriate level of funding for the Student Senate("20.03"S97).

   Currently this bill is going to the Conference Committee and has had all funding sources removed. It is believed that an appropriation provision will be coming forthwith. It this does not occur, this bill will be useless even with the Governor's signature.

6. Hold breakout on Welfare Reform Issues focusing on vocational training and support services issues of TANF recipients ("20.1"F96).

   There was a breakout at the Spring 1997 Plenary Session of the Academic Senate For California Community Colleges, where input was received to complete the development of the Academic Senate Welfare Reform Position Paper. This paper has undergone two(2) additional revision and is now available for discussion. There are also plans currently to hold at least two(2) workshops on this topic no later than August 1997.

7. Serve as resource to Legislators and aides on issues affecting California Community Colleges("6.05"S97).

   The Chair attended several legislative hearings addressing issues of Welfare Reform, Student Senate, Teacher Retirement, Budgets, and Fees. just to name a few. This is a continuous process and by having representation at these hearings from the Academic Senate, the faculty has a chance to have a voice in the decision making process. Greater attendance at the hearings and meetings near the end of the session tend to be very important.

RELATIONS WITH LOCAL SENATES COMMITTEE
BY LIN MARELICK

The Relations With Local Senates Committee serves as a resource to local senates by assisting them with local concerns as it relates to the strengthened role of Academic Senates. The committee also works to enhance communication between local senates and the statewide Academic Senate through the Geocluster Network.

Committee Members (by Geocluster Area)

Lin Marelick, Chair	Mission College
Kurt Green, Area 1	Lake Tahoe Community College
Dennis Smith, Area 2	Cosumnes River College
Diana Paque, Area 3	Solano Community College
Linda Barde, Area 4	Chabot College
Gerald Peel, Area 5	Skyline College
Sherwood Harrington, Area 6	DeAnza College
Maryl Landes, Area 7	Columbia College
Kate Pluta, Area 8	Bakersfield College
Steve Pollock, Area 9	Moorpark College
Odette Salvaggio, Area 10	San Bernardino College
Terri Smith, Area 11	Mt. San Antonio College
Sally Flotho, Area 12	Golden West College
Diane Michel, Area 13	Palo Verde College
Diane Glow, Area 14	San Diego Miramar College

1996 - 97 Goals and Objectives

1. Represent the faculty of the California Community Colleges and thereby insure a formal and effective procedure for participating in the formation of statewide policies on academic and professional matters. Provide assistance on issues of academic and professional matters at the campuses of local senates as directed by the ASCCC President.

   At the request of the Academic Senate President, the committee chair made nine presentations on issues of academic and professional matters at campuses of local academic senates this year.

2. Strengthen local academic senates or other equivalent faculty organizations in the California Community Colleges.

   A. Provide session breakouts and technical assistance on local senate issues including shared governance (19.2 F94), part-time faculty role in local senates (17.2 F95), role of delegates (1.1 S95), and provide assistance to local senates in obtaining the information necessary to accurately determine the 75/25 ratio and full-time hiring obligation (13.9 S95).

      The committee provided four breakouts at each Plenary Session in 1996-1997.

      The breakouts were entitled: Roles and Responsibilities of an Effective Senate; Strategies for an Effective Senate; Budgets and Planning for Academic Senate Presidents; The Primacy of Faculty (2); Nuts and Bolts I; Nuts and Bolts II; and Technical Assistance: When do you need it? The committee also provided breakouts for new senate delegates entitled: Roles and Responsibilities of Senate Delegates.

   B. Provide support for local senates through the geocluster network (9.2 S92). Develop resource groups, made up of faculty from each geocluster area, that can assist senate presidents with day-to-day problem solving as needed.

This year, the committee members focused on mentoring local senate presidents by keeping in regular contact with them through the use of e-mail and voice mail. This mentoring project was very successful in some geocluster areas.

C. Complete the document: "Increasing Faculty Involvement in Local Senates." This document is currently being reviewed and will become part of the new "Roles and Responsibilities of an Effective Senate" document.

D. Revise the document "Roles and Responsibilities of Delegates." The Roles and Responsibilities of Delegates document was updated by the committee this year and the new version of it was distributed at the Spring 97 Plenary Session.

E. Prepare a new document entitled "Roles and Responsibilities of an Effective Senate" (17.1 F95) that incorporates the current document and information compiled from "Nuts & Bolts" workshops along with information created in AB1725 in 1988-1989.

This document is in first draft form and will be reviewed by the Executive Committee at the June 1997 meeting.

3. Develop policies and promote the implementation of policies on matters of statewide concern.

A. Develop a formal statement of role and purpose of this committee. The committee developed a charge for the committee that is included at the top of this report. The charged was approved by the Executive Committee at the November '96 meeting.

4. Make recommendations on statewide matters affecting the California Community Colleges.

A. Prepare a recommendation to academic senates and their committees concerning their involvement in the hiring and evaluation of adjunct faculty (19.8 S96).

This goal is currently being addressed by the committee. More information must be gathered from the field before a recommendation can be made. A survey is currently being developed.

5. Assume responsibilities and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California Community Colleges and by the Board of Governors of California Community Colleges.

A. Work with the Student Senate to develop a plan for local senates to mentor and train students on their role in governance, support students voting on college committees, and develop a leadership training program for student leaders (20.5 F95).

The committee is currently developing a model student mentoring and leadership training paper. The document is in its beginning stages of development.

B. Provide a breakout session for local senate presidents on the budget process that includes: training in standard budgetary procedures and meaningful review of financial reports and audits, an overview of the how the state funds community colleges, an overview of zero-based budgeting by which budgets might be developed, and develop a model budget process for use by local senates (5.1 and 5.2 S96).

The committee provided a breakout session on the budget process which included the issues identified in the resolutions identified above. The breakout was very successful with over 40 participants in attendance. A model budget process for use by local senates has not yet been developed.

C Prepare a recommendation to academic senates and assist them in developing advisory committees for reviewing grant applications before sign-off and submission by an institution (13.3 S96).

The first draft of the committees recommendation for developing advisory committees to review grant applications was put on the agenda for the June '97 Executive Committee. Upon approval of the recommendation, it will be distributed to local senate presidents.

6. Provide statewide communication between local academic senates or other equivalent faculty organizations in order to coordinate the actions and requests of the faculty of the California Community Colleges.

A. Publicize successful local senate activities in senate publications, at plenary sessions and through the geocluster network (1.3 S95, 116 F94).

The local senates chair has written three articles for the Rostrum based on input from local senates. Those articles included topics of the geocluster network model, faculty primacy, and on welfare reform legislation.

B. Work with the Technology Committee to ensure that all geocluster leaders have e-mail access and functionality.

The committee members were surveyed this year and only one leader was found not to have e-mail access. The Technology Committee chair was notified of this issue. No progress has been made at that campus to resolve this problem.

Recommendations for 1997 - 98 Committee

1. Develop a set of guidelines that direct/inform Academic Senate presidents of their responsibility in signing off on the allocation of staff development funds. Establish a model process for allocation of staff development where the local senates maintain the control and distribution of staff development funds (12.1.0 F96).

2. Develop a recommendation for local senates that encourages the use of the technical assistance process for resolving institutional shared governance problems (17.1 F96).

3. Develop a recommendation for local senates to include in their governance agreements that the hiring of administrators as an "academic and professional" area (17.3.0 F96).

4. Develop a recommendation for college districts to provide a sufficient level of clerical support to local academic senates (17.4 F96).

5. Provide a breakout at the Senate Session with CCLC on the impact of Carver Model implementation on the rights and responsibilities of the local academic senates (17.5, 17.6 F96).

6. Develop a recommendation to urge CCLC to work with the Academic Senate and encourage local boards to maintain a commitment to shared governance and to refrain from using any policy governance model as a mechanism for undermining shared governance (17.5.0 F96).

7. Write a recommendation to local senates that all faculty be allowed to participate in the shared governance process., e.g. learning center, lab faculty, library faculty (19.3 F96).

8. Create a model policy for developing teaching schedules that requires administrators and faculty to consult with each other in the preparation of faculty schedules (19.6 F96).

RESOLUTIONS COMMITTEE
BY EDITH CONN

The Resolutions Committee charge is to provide accurate and timely documents of the resolutions that eventually are adopted at the Senate Sessions. The process begins with Senate Committees that submit resolutions to the Executive Committee, which in turn adopts resolutions for submission to Area meetings where more resolutions may be written. A resolution document is in the packet at the Session and additional resolutions are developed there and printed at the Session. A final document for Plenary Session deliberation is prepared including resolutions and amendments.

Fall Session Committee Members:

Edith Conn, Chair	Ventura College
Donna Ferracone	Crafton College
Bill Scroggins	Chabot College
Kevin Twohy	Diablo Valley College
Evelyn "Sam" Weiss	Golden West College

Spring Session Committee Members:

Edith Conn, Chair	Ventura College
Donna Ferracone	Crafton College
Evelyn "Sam" Weiss	Golden West College

Activities

The Resolution Committee works hard at every stage of the resolutions process to ensure accurate and complete resolutions. The Committee works to edit Area resolutions and to incorporate them with Executive Committee resolutions. The Committee edits and assigns categories to resolutions that are developed at the Session, by working both Thursday and Friday nights. During the voting on Saturday, the Committee keeps an accurate tally of the voting (carried, carried unanimously, failed, referred, etc.) and also assigns to each resolution its disposition, for example to the Chancellor's Office, the Board of Governors, the Legislature, etc. After the Session, the Committee reads the resolutions at least once at the Session, and several times after the Session for final editing before printing and distribution.

At the 1996 Fall Session, a process was put in place in the Resolutions Procedures to enable a delegate to challenge the Executive Committee's decision's regarding "urgent" and "non-urgent" resolutions. During this first year there were no challenges.

In addition to the work of the Committee members, the Chair also wishes to acknowledge the help of: Senate Secretary Beverly Shue, Staff Executive Assistant Julie Adams, and the invaluable work, far into the night, of Orange Coast College Computer Science Instructor Riki Kuchek.

1996 - 97 Goals and Objectives

1. To provide accurate and timely documents of the resolutions that are eventually adopted at the fall and spring session.

2. To provide accurate and timely documents including proposed resolutions and position papers at the various stages of the resolutions process, including resolutions for Area meetings, session packets, and during the sessions.

3. To implement, if necessary, resolution 1.1. S 96 outlining an appeal process for resolutions that the Executive Committee designates as non-urgent.

BEST COPY AVAILABLE

Recommendations for 1997 - 98 Committee

1. Continue to provide accurate and timely resolutions for final distribution after adoption and at all stages of the resolutions process.

2. Implement resolution 1.1 S96 - the appeal process for non-urgent resolutions - as needed.

3. Evaluate the Resolution process with members of the Committee to ensure continuing accuracy and timeliness, as well as efficiency of time and expense.

STANDARDS & PRACTICES COMMITTEE
BY ALLEN BOYER

The Standards & Practices Committee is charged with reviewing , acting on, and monitoring various activities as needed and assigned by the President or the Executive Committee of the Academic Senate. The Standards and Practices Committee 's activities include, but are not limited to, conducting Disciplines List hearings, monitoring compliance with the Full Time/Part Time Ratio (75 - 25 rule), reviewing the faculty role in accreditation, screening faculty Board of Governors applications, analyzing and reviewing suggested changes in Executive Committee policies and Senate Bylaws and Rules, and administering designated awards presented by the Academic Senate. As assigned by the President or Executive Committee, the committee chair or designee will assist local academic senates with compliance issues associated with state statutes and their implementation.

Committee Members:

Allen Boyer	Modesto Junior College
Gary Morgan	Oxnard College
Mark Snowhite	Crafton Hills College
Joan Stroh	Southwestern College
Edith Conn	Ventura College
Cliff Burns	Sierra College

1996 - 97 Goals and Objectives

1. Represent the faculty of the California Community Colleges and thereby ensure a formal and effective procedure for participating in the formation of statewide policies on academic and professional matters.

   A. Part time Faculty on Executive Committee: Study and propose a by laws change for part time faculty participation on executive committee (S96 1.5).

      The Standards & Practices Committee wrote, edited, and proposed to the Executive Committee a By-laws and Rules change for the participation of part time faculty on the Executive Committee which was tabled until the Educational Policies Committee could formulate their response and be included in the writing

   B. Propose a by-laws change to make the term of the president 2 years (S96 1.7).

      A proposed By-laws change on the Presidential terms was presented by resolution and defeated at the Spring 1997 Plenary Session.

   C. Revise and clarify the roles & responsibilities of the area and region representatives and election chair for inclusion in the Executive Committees Hand Book.

      A revised roles and responsibilities paper was adopted by the Executive Committee for inclusion in the Executive Committee Handbook in the Spring of 97.

2. Strengthen local academic senates or other equivalent faculty organizations in the California community Colleges.

   A. Accreditation team evaluation : Develop and propose a process by which the local senate evaluates the performance of visiting Accreditation team (S96 2.8).

      This process is still being worked on by the Standards & Practices Committee with the cooperation of Mr. David Wolf and the Accreditation Commission.

3. Develop policies and promote the implementation of policies on matters of Statewide Concern.

A. Review current equivalency paper for possible revision and up date.

This equivalency paper is still in the process of being revised.

B. Facilitate the review for the 1996 evaluation of the discipline list/ minimum qualification process.

This review Task Force completed it's survey of the field in the Spring of 1997 and a copy of the Executive summary and full survey can be found under a separate cover.
(See Minimum Qualifications / Disciplines List Task Force Executive Summary Spring 1997)

4. Make recommendations on statewide matters affecting the California community colleges.

A. Facilitate the nomination and screening process for faculty appointment to the Board of Governors.

The committee screened the Board of Governors nominees and forwarded them to the Executive Committee for interviews.

5. Assume responsibilities and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California Community Colleges and by the Board of Governors of California Community Colleges.

A. Direct the following Award programs : Hayward award, Laroche Award, and the Exemplary program award.

The Committee directed and executed the Hayward Awards and the Laroche Awards as charged. The Exemplary program was not funded again this year, so was not awarded.

Additional Goals:

1. Rewriting the Committee Charge

The Committee proposed the new charge that is written at the top of this document with edits and additions by the Executive Committee. This was adopted by the Executive Committee May 3, 1997.

Recommendations for 1997 - 98 Committee

1. Considering the new State moneys and faculty hiring the committee should set up a procedure to survey and monitor the field concerning the Full Time / Part Time ratio (75-25 rule)

2. Continue to establish a working relationship with the Accreditation Commission strengthening faculty involvement in the Accreditation process.

3. Monitor the progress of our appointment of the faculty Board of Governors appointees.

4. Pursue the funding procedures for the Exemplary Programs.

5. Update the equivalency paper of 1989 and possibly write a paper presenting the "equivalency by course" rather than by Discipline dilemma.

TECHNOLOGY COMMITTEE
BY RIC MATTHEWS

The Technology Committee has the responsibility of considering issues surrounding existing and emerging technologies and the implications for teaching and learning. It has additional responsibilities for making recommendations to the Executive Committee on such technologies and implications for the Academic senate in fulfilling its communication and representative responsibilities.

Committee Membership:

Ric Matthews, Chair	San Diego Miramar College
Allen Boyer	Modesto Junior College
Christine Bunn	City College of San Francisco
Kate Gustafson	Grossmont College
Dave Megill	Miracosta Community College
Kathy O'Connor	Santa Barbara City College
Edith Conn	Ventura College

1996 - 97 Goals and Objectives

1. Represent the faculty of the California community colleges and thereby ensure a formal and effective procedure for participation in the formation of statewide policies on academic and professional matters.

   We have continued working with the Chancellor ſs Office representing faculty through committees on Distance Education, Telecommunication Master Planning, Facilities Planning, etc. in order to ensure faculty input and Instructional quality and integrity.

   Monitor and influence the discussions surrounding the "Virtual University" by serving on the Mission and Academic Policy Committee.

2. Strengthen local academic senates or the equivalent faculty organizations in the California community colleges.

   Working with Local Senates Committee to ensure that Geocluster leaders have e-mail access and functionality, provide technical assistance as requested.

   Continue to disseminate information to the field on technology opportunities, connectivity to the emerging 4CNet, Web Page development, Discipline chat rooms, etc.

3. Develop policies and promote the implementation of policies on matters of statewide concern.

   Sponsored a work session during the 96 Fall Plenary Session with the State Computer store and various vendors to look for ways to obtain purchasing agreements that would assist faculty and colleges in the acquisition of technology at reasonable prices. Many faculty will need or want to purchase their own technology and group purchasing should be encouraged.

   Developed guidelines to assist faculty in writing technology plans and identified faculty roles in a 1997 Spring Plenary Session breakout.

   The committee wrote a draft of the "Guidelines for Good Practices using Technology Mediated Instruction," and disseminated it at Spring Breakout session.

4. Make recommendations on statewide matters affecting the California community colleges.

   The technology committee held breakouts at Fall and Spring Session on aspects of Distance Learning and Instructional Technologies.

Assisted Faculty through breakouts, technology rooms, technical assistance and workshops on Instructional Technologies and their applications to the classroom.

5. Assume responsibility and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California community colleges and by the Board of Governors of California Community Colleges.

   Served as a resource to the ASCCC Office, making recommendations on equipment upgrades and networking of the computers to streamline communications and productivity for the field.

   Prepared analysis of papers and projects such as the Telecommunication Master Plan, Virtual University, Distance Education guidelines, etc. for the field.

6. Provide statewide communication between local academic senates and other equivalent faculty organizations in order to coordinate the actions and requests of the faculty of the California community colleges.

   Develop a process and timeline for connecting all local senate presidents to a statewide electronic information exchange. This continues as an uncompleted project, and will be come a committee priority next year.

   Recommend to the Executive Committee what electronic information system might best serve the Statewide Academic Senate to facilitate information exchange. This includes the development of a functional homepage on the Web, the creation of a more effective place to gather electronic copies of documents published by the ASCCC, the posting of electronic notices such as agendas for the Executive Committee, committee reports, and session information.

7. Initiate policy positions relevant to California community colleges and their role in higher education.

   Develop a position paper on Endorsement of Principles regarding Instructional Technologies, similar to that developed by CSU, which integrates the positions of the CSU and UC. A Principles of Good Practices Draft paper was distributed at Spring session.

   Working with Curriculum Committee to develop a position paper on curricular monitoring and faculty roles in distance learning. Unfinished and a priority for next year.

   Working with the Curriculum Committee to develop guidelines for local colleges to use in evaluating distance education courses, survey colleges to include their expertise and recommendations, and create an Internet Bank called Distance Learning which would contain outlines, checklists and other appropriate data. This is also in progress.

Recommendations for 1997-98 Committee

1. Represent the faculty of the California Community Colleges and thereby ensure a formal and effective procedure for participation in the formation of statewide policies on academic and professional matters.

2. Continue participation/leadership in the Chancellor's Office committees on Distance Education, Telecommunication Master Planning, Facilities Planning, etc. in order to ensure faculty input and instructional quality and integrity.

3. Active participation in the discussions shaping the "California Virtual University."

4. Strengthen local academic senates or the equivalent faculty organizations in the California Community Colleges.

5. Working with Local Senates Committee to insure that Geocluster leaders and local academic senate presidents have e-mail access and functionality, provide technical assistance as requested.

6. Continue to disseminate information to the field on technology opportunities, connectivity to the emerging 4CNet, Web Page development, Discipline chat rooms, etc. (3.0 and 4.0 F96)

7. Develop policies and promote the implementation of policies on matters of statewide concern.

8. Develop guidelines to assist faculty in writing technology plans, faculty roles giving examples.

9. Make recommendations on statewide matters affecting the California community colleges.

10. Conduct Breakouts at Session on aspects of Distance Learning and Instructional Technologies.

11. Assist Faculty through Breakouts, Technology Rooms, technical assistance and workshops on Instructional Technologies and their applications to the classroom. (Workshops to Go as part of Staff Development).

12. Develop a proposal to the Executive Committee around a multi-day technology institute that would serve as a training for faculty (11.08.0 S97).

13. Make recommendations to the Executive Committee for a major emphasis at session in the area of technology - breakouts on copyright, funding, teaching methods around technology, virtual colleges; recommend technology keynote speakers, and investigate and recommend what would be involved in a full day hands on workshop for Web Pages, Internet courses (11.04.0 S97).

14. In conjunction with Ed. Policies and Curriculum, we will study and make a recommendation as to the Title V requirement for face-to-face contact (11.01.0 S97).

15. Assume responsibility and perform functions as may be delegated to it by the local academic senates or other equivalent faculty organizations of California community colleges and by the Board of Governors of California Community Colleges.

16. Serve as a resource to the ASCCC office, making recommendations on equipment upgrades and networking of the computers to streamline communications and productivity for the field.

17. Prepare analysis of papers and projects such as the Telecommunication Master Plan, Virtual University, Distance Education guidelines, etc. for the field.

18. Conduct a survey to establish which colleges have e-mail, Internet courses, web pages.

19. Develop a position paper for local senates on the basic technology needs of the campus, minimum requirements and standards, stages of acquisition, guidelines for web pages, and other technology information and models useful to local senates (11.03.0 S97).

20. Improve the usefulness of the Senate Web Page by posting all Senate documents, Session materials, position papers, including drafts, and explore ways to improve the distribution of Senate material through the use of disks, the web or other means (11.02.0 S97).

21. Work on a referred resolution around a model plan and policy surrounding faculty web pages and make recommendations regarding academic freedom and new technologies (11.07.R S97).

22. Provide statewide communication between local academic senates and other equivalent faculty organizations in order to coordinate the actions and requests of the faculty of the California community colleges.

23. Develop a process and timeline for connecting all local senate presidents to a statewide electronic information exchange.

24. Recommend to the Executive Committee what electronic information system might best serve the Statewide Academic Senate to facilitate information exchange. This includes the development of a functional homepage on the Web, the creation of a more effective place to gather electronic copies of documents published by the ASCCC, the posting of electronic notices such as agendas for the Executive Committee, committee reports, and session information.

25. Advocate the Senate e-mail address and Web site in as publications and documents as appropriate (and possible) (11.05.0 S97).

26. Initiate policy positions relevant to California community colleges and their role in higher education.

27. Present for approval at the Fall 97 Plenary session position paper on the guidelines for good practices using technology mediated instruction.

28. Working with Curriculum Committee to develop a position paper on curricular monitoring and faculty roles in distance learning. (11.4 F94).

29. Working with the Curriculum Committee to develop guidelines for local colleges to use in evaluating distance education courses, survey colleges to include their expertise and recommendations, and create an Internet Bank called Distance Learning which would contain outlines, checklists and other appropriate data.

30. Develop a model college technology master plan that describes the role of faculty in the formation of policy, budget decisions and implementation. (11.06.0 S97).

VOCATIONAL EDUCATION COMMITTEE
BY LEN PRICE

The Vocational Education Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues and recommends policy and positions to the Executive Committee and the General session.

Committee Members:

Len Price	Los Medanos College
Lina Chen	LA Trade-Tech College
Donna Ferracone	Crafton Hills College
Loreta Hernandez	Laney College
Lisa Raufman	Moorpark College

1996 - 97 Goals and Objectives

1. Provide recommendations to the executive committee on FACCC/Senate Statewide vocational Education Workshops. SP95 21.1

   The committee provided recommendation on a workshop on welfare reform held January 31,1996 in Los Angeles.

2. Plan and provide one north and one south Vocational Education Faculty Leadership Seminars in conjunction with the Bay Region Consortium. SP95 21.1

   Two Voc Ed Leadership seminar's were put on this spring. One was in held in San Diego and the other San Jose. Over 130 faculty attended these seminar's.

3. Plan and implement a Northern and Southern California follow-up day for the past participants of the Voc Ed Leadership Seminar. SP95 21.1

   No funds were available to put on a follow up seminar.

4. Serve as a resource on legislation effecting vocational education to local senates. Have a breakout at the Fall 1996 Academic Senate Session about how the new legislation, both state and federal effects programs at the local level.

   A breakout was held in Fall 96 on workforce preparation and development initiatives and there effect on Vocational Education programs.

5. Continue to monitor and analyze the work of statewide groups related to policy development in vocational education and workforce development and make recommendations to the Executive Committee for influencing their discussion. F94 21.7

   We put on a breakouts at the Federation of Conferences in Long Beach and at the CCCAOE conference in Santa Rosa.

6. Monitor legislation which may effect vocational education and prepare documents to educate legislators and other interested parties about the effect of legislation on vocational education in California Community Colleges. FA94 21.7

   Legislation has been a major concern of the committee. The change in federal legislation effecting how Vocational Education is funded and will effect all vocational programs in our colleges.

BEST COPY AVAILABLE

7. Prepare a model partnership guidelines document that includes direction, definition, checklists, desired outcomes, process, limitations and precautions for adoption and dissemination to local Academic Senates. F95 21.3

   We have collected samples on model partnerships and will have a paper ready to adopt at Spring 1998 session.

8. Prepare a document on developing a model on local Academic Senate Vocational Education Committees for adoption and dissemination to local Academic Senates. Included in the model would be the importance of vocational faculty taking leadership roles and attending regional consortium meetings and reporting back to local vocational education committees. SP95 21.2 and FA94 21.1

   The committee is finishing the document on Vocational Education Committees and it will be presented at Spring 1998 session.

9. Create a list of vocational faculty contacts on each campus to provide support and information to each other and also a resource list to be used by the Sate Academic Senate.

   We have compiled a list of over 350 vocational faculty that the State Academic Senate use's.

10. Provide at least two breakouts per session at each Academic Senate Session to provide information and to identify the concerns of faculty in the area of vocational education and workforce development.

    We provided two breakouts at the Fall and Spring sessions.

11. Continue to work with the Curriculum Committee on the development of "Standards of Good Practice for New Program Development" and other vocational education curriculum issues.

    We met with the Curriculum Committee in December 1996 to work on this document.

Recommendations for 1997-98 Committee

1. Provide recommendations to the executive committee on FACCC/Senate Statewide Vocational Education Workshops. SP95 21.1

2. Plan and provide a Vocational Education Faculty Leadership Seminar in conjunction with the Bay Region Consortium. SP95 21.1

3. Serve as a resource on legislation effecting vocation education to local senates. Have a breakout at the Fall 1997 Academic Senate Session about how the new legislation, both state and federal effects programs at the local level.

4. Continue to monitor and analyze the work of statewide groups related to policy development in vocational education, workforce development, welfare reform and make recommendations to Executive Committee for influencing their discussion. FA94 21.7

5. Present a model partnership guidelines document at Spring 1998 session for adoption and dissemination to local Academic Senates. F95 21.3

6. Present at Spring 1998 session a document on developing a model on local Academic Senate Vocational Education Committees for adoption and dissemination to local Academic Senates. SP95 21.2 and FA94 21.1

7. Provide at least two breakouts per session at each Academic Senate Session to provide information and to identify the concerns of faculty in the area of vocational education and workforce development. Work with Legislative Committee and present a breakout on welfare reform. F96 21.1

8. Make recommendations to the Executive Committee to provide regular feedback, through the Rostrum or other means, about current developments, issues and trends effecting vocational education and workforce development.

9. Continue to work with the Curriculum Committee on the development of "Standards of Good Practice for New Program Development" and other vocational education curriculum issues.

10. Represent vocational education interests in discussions about the federal and state legislation to ensure separate funding streams for: (a) education and training and (b) employment services. S95 21.3

ADVISORY COMMITTEES

1996 - 1997 ANNUAL REPORTS

BASIC SKILLS
BY EDITH CONN

The Senate appointees to the Chancellor's Office Basic Skills Advisory Committee include the following: Edith Conn, Ventura College; Marshal Elliot, Wilshire Adult Center (Fullerton College Non-credit); Leslie Smith, FACCC President and City of San Francisco; Annette Dambrosio, Solano College; Margaret Desmond-Hughes, Butte College; and Jack Janss, Citrus College. There are thirteen other members of the Committee including a student and CIO, CEO, and CSSO representatives and one Association for Community and Continuing Education (ACCE) member.

The Committee met November 21, 1996, February 13, 1997, and April 15, 1997. In addition, members of the Committee participated in a Basic Skills breakout session at the Chancellor's Mega Conference at the LAX Westin Hotel on April 17.

The issues discussed during the year have been welfare reform, certificates for basic skills ("intent of the legislature" that community colleges issue them is in the 1992 Torres bill), welfare reform and its effect on basic skills, research regarding effectiveness of basic skills, and adult education and basic skills.

DISTANCE LEARNING TECHNICAL ASSISTANCE COMMITTEE (DLTAC)
BY RIC MATTHEWS

Senate Representatives:

Ric Matthews	Marty Hittelman
Alan Boyer	Dave Megill

This group met several times throughout the year designing and disseminating a questionnaire to the field on distance learning practices, collecting the reports and analyzing the data. Most colleges that are doing distance education are still doing commercially produced television based courses, however new deliver methods are beginning to emerge.

It was determined that the 96-97 survey was to long and that districts had trouble completing it, and the value of the data is of concern because of its non-standardized reporting format. Since January this year, the DLTAC met to redesign the survey instrument with input from the Research and Planning Group. Much discussion has also taken place around the issue of face-to-face contact with students using TMI as specified in Title V, and whether this should be proposed as a change. A resolution presented at the 97 Spring Plenary Session resulted in a deferral to the Executive Committee.

LIBRARY AND LEARNING RESOURCES PROGRAMS
BY RICHARD ROSE

Members appointed by the Academic Senate: Shirley Coaston, Dan Crump, Val Mitchell, Ron Vess

The main topic of discussion for the Committee this year was a report being prepared by Carolyn Norman, coordinator of library and learning resources programs, in the Chancellor's Office. The report is an analysis of seven years of data gathered from an annual survey of library programs in the California community colleges conducted by the Chancellor's Office.

There were delays with the report and any opportunity for comprehensive review of the report by faculty was lost. While several members of the Committee expressed concerns about the organization and structure of the report, all can agree with the conclusion that library and learning resources programs in the California community colleges are understaffed and underfunded. The report was originally scheduled to be presented at the January 1997 meeting of the Board of Governors. It was rescheduled to the March Board meeting and finally presented at the May Board meeting.

Other topics discussed by the Committee included information competency and a proposal for a video to highlight the library and learning resources programs in the California community colleges.

MATRICULATION ADVISORY COMMITTEE
BY BILL SCROGGINS

The Matriculation Advisory Committee makes recommendations to the Chancellor regarding matriculation components: admission, orientation, counseling, assessment, follow-up, research, training, and prerequisites. The committee provides communication through ten regional representatives of matriculation coordinators.

Academic Senate appointees:

Irene Malmgren	Rancho Santiago College
Rich Rose	Santa Rosa Junior College
Bill Scroggins	Chabot College

Goals (Plenary Session Resolutions):

9.4 F96 Be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors the following change to Title 5 Section 55524.

Assessment.
The Chancellor shall establish and update, at least annually, a list of approved assessment instruments and guidelines for their use by community college districts. These guidelines shall identify modifications of an assessment instrument or the procedures for its use which may be made in order to provide special accommodations required by Section 55522 without separate approval by the Chancellor. Such guidelines shall also describe the procedure by which districts may seek to have assessments approved and added to the list. The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias; and are normed on the appropriate populations;. For assessment instruments other than those in communication or computation skills, demonstration of minimal cultural and linguistic bias and appropriately norming of a specific assessment instrument at five (5) or more colleges in different districts shall constitute sufficient basis for inclusion on the Chancellor's Office approved list. For assessment instruments in communication or computation skills the Chancellor shall additionally ensure that such assessment instruments yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research association, the American Psychological Association, and the National Council on Measurement in Education.

Be it further resolved that the Academic Senate for California Community Colleges recommended to the Chancellor that this subject be declared an academic and professional matter for the purposes of developing guidelines for implementation of this regulation change.

9.5 S96 Be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors the following addition to Title 5 Section 55201.

(c) Prerequisites or corequisites may be established only for any of the following purposes:
(5) for approved degree and certificate programs, the prerequisite is established as a standard prerequisite to the program by applying the standards and procedures of this Article at a minimum of five (5) community colleges, each in a different district. Standard program prerequisites may be used without further scrutiny at other community colleges upon written notification to the Chancellor's Office, provided that the determination of whether a student meets the prerequisite is based on multiple measures, not a single criterion, and that the college has determined whether the prerequisite has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor and by implementing a plan to ameliorate such disproportionate impact if found.

BEST COPY AVAILABLE

Be it further resolved that the Academic Senate for California Community Colleges recommended to the Chancellor that this subject be declared an academic and professional matter for the purposes of developing guidelines for implementation of this regulation change.

18.1 F95 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor to place faculty on the matriculation site visit teams as appointed by the Academic Senate after collaboration with the Chancellor's Office staff on the necessary expertise, and

Be it further resolved that the Academic Senate for California Community Colleges reaffirm Resolution 11.2 F92 which urges that the Academic Senate appoint the faculty to the matriculation site visit teams, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to work collaboratively with the Academic Senate and respect the right of the Academic Senate to appoint faculty to committees.

18.2 F95 Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor to reinstate the inclusion of the review of the prerequisite process in the matriculation site visits, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to seek from the Academic Senate faculty appointees with the appropriate expertise, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to consult with the Academic Senate before making further unilateral decisions related to the accountability mechanism for the matriculation site visits.

14.1 F93 Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Chancellor that mandatory site visits continue to be a required part of the implementation plan for matriculation services.

Actions Taken

9.4 F96 This resolution was taken to the Consultation Council and then referred to the Matriculation Assessment Workgroup. At a meeting in February of 1997 the Workgroup developed a proposal to incorporate the proposed "critical mass" concept into the policy manual rather than into Title 5. (The policy manual is "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges.") The proposal was approved by the Executive Committee and will be finalized by the Assessment Workgroup at its June 1997 meeting.

9.5 S96 This resolution was taken to the Consultation Council and then referred to the Prerequisite Writing Team. The team met in May and finalized a Q&A on prerequisites to be sent out jointly by the Chancellor's Office and the Academic Senate. The Executive Committee will review this Q&A at its June 1997 meeting. The Writing Team also recognized the regulatory quandary faced by small, expensive programs which must validate English, math, and non-course prerequisites with research but cannot afford to admit those who do not meet those prerequisites because of the risk of drop out and resulting damage to the program. Also recognized was the paradoxical situation faced in justifying English and math prerequisites for transfer courses for which those prerequisites are required for transfer. The Writing Team is in the process of preparing a recommendation to address these situations.

18.1 F95 The prerequisite portion of the matriculation site visits was reinstated effective with the 18.2 F95fall of 1996. A faculty member was added to each team, appointed by the Academic Senate in consultation with the Chancellor's Office. The Academic Senate both provided leadership in the general training for site visit teams and provided separate training sessions for the faculty members with the responsibility for reviewing prerequisites. All site visits were conducted with a senate-appointed faculty member reviewing prerequisites.

14.1 F93 The Matriculation Advisory Committee formed two subcommittees at its April 1997 meeting. The first will explore outcome measures to investigate the impact of matriculation on student access and success. The second will investigate the efficacy of the matriculation site visit process and make suggestions for changes as the second round of site visits are held.

Recommended Goals for 1997-98

1. Academic Senate representatives should continue active involvement in the matriculation site visit process, particularly the selection and training of faculty and the implementation of prerequisites.
2. Academic Senate representatives should continue to support a strong matriculation site visit process and participate actively in the evaluation of the efficacy of matriculation and the site review process.
3. In collaboration with the Curriculum Committee, MAC representatives should continue to provide technical assistance in the area of prerequisites.

REGIONAL COUNSELORS FACILITATOR COMMITTEE
BY RICHARD ROSE

Regional Counselor Facilitator Group is a Chancellor's Office advisory committee with representation from faculty and administrative groups. Committee charge is to advise the Chancellor's Office on issues related to the Counseling discipline.

Academic Senate Appointees:

Paula Banda	Los Angeles Trade Tech College
Gary Brinkman	Oxnard College
Ruth Gray	San Diego Miramar College
Barbara Morrissey	Las Positas College
Celeste Sager	Yuba College
Hal Schrupp	Orange Coast College
Miles Vega	Porterville College

The main topics of discussions for the Committee this yea were committee description, Standards of Practice for Counseling programs (Senate Paper). Special Projects Grants for Technology and Curriculum development which integrates student development into the teaching and learning process.

During the (3) meetings held this year the Committee provided valuable input into the Standards paper, particularly in the area of multicultural counseling. After the discussion of the Special Projects Grants available through the Chancellor's Office, the Committee initiated the discussion of doing a survey with local colleges to determine what programs and curriculum were being taught which demonstrated collaborative efforts between instructional and counseling disciplines.

The regions provided reports at each meeting indicating what issues and concerns were experienced in the field. The Chancellor's Office staff gave updates and reports of which the committee learned of the proposed shifting of Matriculation funding from categorical to general fund allocation, possibly as early as the year 2000.

LIAISON COMMITTEE REPORTS

ACADEMIC SENATE/CHIEF INSTRUCTIONAL OFFICERS
BY BILL SCROGGINS

The Academic Senate and Chief Instructional Officers meet regularly to discuss issues of mutual interest.

Academic Senate appointees:

Janis Perry, Rancho Santiago College
Bill Scroggins, Chabot College
Regina Stanback-Stroud, Rancho Santiago College
Ric Matthews, San Diego Miramar College
Lin Marelick, Mission College

The main topic of discussion during the year was the mutual leadership responsibilities of faculty and administrators in the area of curriculum. The group came to consensus that a set of guidelines will be developed and a procedure for mutually offering technical assistance to colleges experiencing curriculum difficulties. Other topics discussed included +/- grading, guidelines for the expenditure of instructional equipment money, regional colloquia, approval of assessment instruments in disciplines other than English, ESL, and math, and program prerequisites.

CALIFORNIA COMMUNITY COLLEGE ASSOCIATION OF OCCUPATIONAL EDUCATORS
BY LEN PRICE

As Academic Senate Representative to the California Community College Association for Occupational Education, I attended their three board meeting during 1996-97. The elected board is made up of President, Past President, President Elect, Treasurer, Secretary and seven Regional Vice-President. Committee chair and representatives from other organizations sit on the board.

The Fall 1996 Conference was held as part of the Federation of Conferences in Long Beach. The conference was held in conjunction with other organization's conferences. It turned out that the attendance was low and the federation lost about $50,000. The Senate Vocational Education Committee presented breakouts at both it's conferences.

CALIFORNIA EDUCATIONAL ROUNDTABLE
INTERSEGMENTAL COORDINATING COMMITTEE
SUBCOMMITTEE ON OUTREACH, ADMISSIONS, AND TRANSFER (OAT)
BY EDITH CONN

OAT -- a subcommittee on Outreach, Admissions, and Transfer is an intersegmental group with representatives from CSU, UC, the community, independent colleges/university, and high school, as well as systems representatives. The committee is chaired by Gene Dinielle, a professor of English from CSU Long Beach, representing the CSU Academic Senate. Also attending meetings are ICC Staff, Sandra Douglas and Jack Smart.

Among the issues discussed this year was the directive from the California Education Roundtable (CERT) that OAT address intersegmental concerns regarding "service learning," especially as it relates to tutoring; there are many different programs, funded by both state and federal funds, but not much coordination. There are high school tutors helping elementary students, and there are college tutors in many grades. In February 1997, OAT sponsored a symposium in San Diego with representatives from a variety of groups. Among the recommendations from the symposium was that there be a survey of successful models and that there be a "comprehensive assessment of both new and existing" tutoring programs. Tim Hegstrom, CSU San Jose, a member of OAT, will chair "CERT #4 workgroup" which is continuing OAT's fulfilling of the Roundtable directive regarding service learning/tutoring.

OAT continues to discuss other issues such as transfer and transfer research, common course numbering, project ASSIST, and teacher recruitment.

CALIFORNIA GREAT TEACHERS SEMINAR
BY WINSTON BUTLER

The seminar was attended by over 55 participants from a wide cross section of California community colleges. There were approximately 25 to 30 disciplines represented. The range of experienced faculty was a majority in attendance. The six to ten new faculty were given special acknowledgment at the conclusion of the seminar with key words of advice from the experienced faculty. The overall concept of the seminar was to create an atmosphere were the participants felt at ease communicating with and sharing with different teaching skills, experience, and knowledge. As a method for accomplishing this atmosphere, there was the absence of a printed agenda or program. The surrounding area of the Monticito hills above Santa Barbara was an excellent location for this retreat atmosphere. Each day the facilitator, David Gottshall, effectively presented the agenda the morning of each days activity, creating the feeling that the participants were creating their own agendas. Of course, the overall seminar is well orchestrated. Yet, the participants for the most part bought into this concept and seemed to appreciate the approach as exemplified by genuine professional respect and friendships that developed by the closing session. The use of the innovation papers that each participant was required to bring offered an interesting and exciting method for exchange of ideas and discussion. It also comprised a majority of the seminar days activities, i.e., presentations, work-groups, on the spot teaching innovation (an innovation that the participants did not bring), selected innovations from the overall group.

Although, the California Great Teacher's Seminar seemed effective for these select few of California teachers, it is unclear the benefit to the larger faculty these faculty represent which must be the concern of the Academic Senate for California Community Colleges. What activities are these faculty required to perform on return to the home campus that improves or advances teaching methodology? Much of what occurred at the seminar will certainly be of value to the individual participant, but it is not apparent that this activity would have much effect on a larger number of faculty, unless a variety of seminars of this type were instituted on each individual campus or at more regular intervals during the school year. It must be noted that several faculty expressed concerns about the overall effectiveness of the seminar, i.e., why this is not an activity fully sponsored by the
Academic Senate, cost to sponsor the seminar, develop new instructional tools as models for the field. These individuals may not have had a clear understanding of the seminar concept, that the individual faculty should be affected and rejuvenated as a teacher and share his/her experience with colleagues when returning to their campuses in a variety of ways. These comments, seemed to be in the minority relative to the general feeling that the seminar was a good experience.

The senate might choose in the future to work with CCLC to expand the current process to develop a specific instructional model developed by the collective skill, knowledge and talents of the participants and disseminate that model to the field as an added seminar objective.

Recommendations:

1. Executive Committee review the participant evaluation of the Great Teachers Seminar.

2. Develop a survey for faculty in the field that explores instructional concerns in today's diverse classrooms.

3. Academic Senate become more active in assisting CCLC in expanding the Great Teachers Seminar in its program.

4. Academic Senate should survey what Great Teachers participants have been able to bring back their campuses and changes they have made.

5. Make recommendations to colleges in the field as to how to produce their own Great Teachers seminar for the benefit of all faculty locally.

COUNCIL OF FACULTY ORGANIZATIONS (COFO)
BY LEE HAGGERTY

The Chair of the Legislative and Governmental Relations Committee is a member of COFO and serves as a resource to that body, representing the faculty of California community colleges. The organization is a collaboration of all the faculty organizations and develops issues that are to be forwarded to the consultation process. The faculty organizations meet together to develop system-wide positions on issues for the benefit of all faculty in the California community colleges.

CALIFORNIA VIRTUAL UNIVERSITY
ACADEMIC MISSION AND POLICY COMMITTEE
BY RIC MATTHEWS

Senate Representatives

Ric Matthews	San Diego Miramar College
Bill Scroggins	Chabot College

Work on the California Virtual University has gone on at an accelerating pace. Governor Wilson had decided not to join the Western Governor's University consortium, instead showcasing California's Higher Education excellence through creating our own state consortium. All colleges and universities accredited by the Western Association of Schools and Colleges are invited to add courses. The planning for the CVU has a design team of segment leaders (Janis Perry as the ASCCC President), then five subcommittees: academic policy, fiscal, technical, marketing, -----. Each subcommittee has representation from the various segments - the Community Colleges, California State University, University of California, the private colleges and universities.

This entity is to be a higher education consortium with a World Wide Web presence via a home page. It is designed to not give degrees, that the participating colleges would grant degrees through their own procedures. All accreditation and student support would rest with the colleges delivering the instruction.

Scheduled to come on-line in Fall 1997, the CVU will post a collection of courses which participating colleges will submit. An interested student will then click on a hyperlink which will connect to the host college for registration, etc. This is predominantly a web-based delivery system.

CSU GE-BREADTH ADVISORY COMMITTEE
CSU-GE BREADTH COURSE REVIEW COMMITTEE
IGETC COURSE REVIEW COMMITTEE
BY BILL SCROGGINS

The CSU GE-Breadth Advisory Committee is a CSU Academic Senate committee upon which we have one representative. This committee makes recommendations to the CSU system on all general education issues, including those affecting community colleges. The CSU GE-Breadth and IGETC Course Review committees are charged with reviewing and approving or disapproving courses submitted by community colleges for inclusion on the CSU GE-Breadth and IGETC lists.

Academic Senate appointees:

CSU GE-Breadth Advisory Committee: Bill Scroggins, Chabot College

CSU GE-Breadth and IGETC Course Review Committees:

Lois Yamakoshi, Los Medanos College

Beverly Shue, Los Angeles Harbor College

The Advisory Committee met once each semester. The committee agreed to add the signature of the faculty curriculum chair to the form for submission of GE-Breadth courses. Other topics included updates on the Cornerstones project, on the proposed information competency requirement, and on technology in general.

ENGLISH COUNCIL OF CALIFORNIA TWO YEAR COLLEGES (ECCTYC)
BY EDITH CONN

As liaison to ECCTYC, the English Council of California Two-year Colleges, I attended the November 14-15, 1996 meeting at the Newport Beach Balboa Bay Club and portions of the meeting held April 10-12, 1997 at the Doubletree in Burlingame. The April ECCTYC meeting unfortunately was held the same days as the Senate's Spring Session; the dates had been arranged by the CSU English Council which was unaware of our Senate meeting. CSU Council and ECCTYC held a joint session at the April meeting.

Some of the issues discussed at ECCTYC this year included ECCTYC's relationship with "TYCA" - the Two-year College Association which is now an affiliate of the NCTE - the National Council of Teachers of English. There are several regional organizations represented by TYCA; ECCTYC was able to negotiate California as one of those regions. DeAnza College English Teacher John Lovas, former member of the ECCTYC Board, is now the chair/president of TYCA and Mark Snowhite was elected to represent ECCTYC at national TYCA meetings. Another activity this year was planning the 1997 Statewide ECCTYC conference "Celebrating Our Profession" scheduled for October 1-18, 1997 at the Marines Memorial Club in downtown San Francisco. Among the events planned will be a literary tour of San Francisco. Board member Carmen Decker, Fullerton and a former president of the Academic Senate, is heading a committee working on an ECCTYC position paper on "Teaching Writing in the Community College: Implications of English Faculty and the Community Colleges." A draft paper was presented at the April meeting. Robert Dees, ECCTYC president, was appointed by Senate President Janis Perry, to the California Roundtable English Assessment Standards Task Force.

ECONOMIC DEVELOPMENT NETWORK LIAISON
BY LEN PRICE

The ED>Net Executive Committee held two meetings this academic year, both in Irvine, one on October 10, 1996 and the other on May 6, 1996.

The Executive Committee is charged to "Develop and implement through community colleges, a regional Business Resource, Assistance and innovation network infrastructure plan for each region to support the mission of the economic development program, as described in section 15379.21, including an assessment of human resource needs in critical high growth industrial sectors. The plan shall integrate all economic development programs and services in the region. The objectives of the plan shall be to provide a full range of services to the region, to coordinate service delivery with other service providers and to identify gaps in services needed by the region. The plan shall provide a resource inventory of service providers for clients in the region."

At it's Fall meeting Jerry Young Superintendent/President from Chaffey College was elected Co-Chair. Topics covered at the meeting were Ed Net Expenditure Plan, Regional Planning and Changes in Chancellor's Office Voc Ed Division. The May meeting dealt with the role of the Executive Committee, AB3512, SB1809, Regional Structures, Regional Planning Efforts and the Expenditure Plan.

FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES (FACCC)
BY LEE HAGGERTY

The Chair of the Legislative and Governmental Relations Committee serves as the liaison to the Faculty Association of California Community Colleges to analyze legislation and make recommendations to the Executive Committee and the President of the Academic Senate on bills affecting California community colleges. The Chair meets with the FACCC Board and its Legislative Committee to discuss legislation and influence the passage of legislation beneficial to the community colleges.

STRATEGIC TELECOMMUNICATION MASTER PLANNING
BY RIC MATTHEWS

This year saw the receipt of $9.4 million dollars in the state budget to implement a statewide communication network. It had been decided through a series of meetings and consultations that a joint powers alliance with the California State University existing network would prove to be most cost efficient and timely, thereby establishing a consortium which has become known as 4CNet. This group will connect 120 community college sites with a T1 line, which will be networked to the CSU. This new network will allow the rapid distribution of data, and eventually will be expanded to allow video and voice. A deployment strategy was developed to connect sites at the rate of approximately 10 per month, with full connectivity within a year. This 4CNet will be administered through a joint powers agreement and will be overseen by a committee (JETPAC), which the ASCCC has one representative.

In addition to connecting the college sites, each will receive funding for the acquisition of video conferencing equipment, and the equipment necessary to have both analog and digital satellite download capability.

MISCELLANEOUS

PUBLICATIONS LIST
Publications by Categories

AB 1725
AB 1725 Implementation Study:
Research Committee, Irene Menegas, Chair.
Fall 1989

AB 1725 Implementation Questionnaire, Final Report
Research Committee, Irene Menegas, Chair.
Spring 1990

Challenge of Cultural Diversity in the California Community Colleges, The
A speech by Karen S. Grosz detailing some differences between traditional approaches to education and the new roles for academic senates under Assembly Bill 1725, the omnibus reform legislation.
Fall 1988

Sections of Assembly Bill 1725 Affecting Academic Senates
A collection of passages from the omnibus reform legislation enacted into law in January, 1989 with discussions of issues such as general education transfer curriculum, development of list of disciplines for hire, faculty hiring and layoffs.
1988

ACADEMIC SENATE HISTORY AND RECORDS
Acronyms
Updated 1997

Ad Hoc Rules and Procedures Committee Report.
Ad Hoc Rules and Procedures Committee. Proposals for changing the elections procedures.
Sept. 1991

Annual Report of the Academic Senate
Published each year.
1977 - 1996

Brief History of the Academic Senate for California Community Colleges, A
Edith Conn, Senate Archivist
1997

Bylaws and Rules of the Academic Senate for California Community Colleges

Conference Packets
Material given in a folder to each participant at Senate Sessions, Spring and Fall.
1994 - 1996

Directory of the Academic Senate
Local senate presidents and delegates - names, addresses and phone numbers.
1980 - 1996

Executive Committee Policies
Policies on topics such as expense policy, responsibilities of Exec. Committee members, responsibilities of Senate appointees to other committees or task forces, and responsibilities of Exec. Committee members during Senate Sessions.
June 1988; Updated 1997

Forum: Issues in California Community Colleges
A journal of articles by community college and university faculty and administrators.
1981 - 1991

Forum: a magazine showcasing a variety of the best work of California Community College Faculty, including essays, fiction, poetry, and art, The
1992 - 1996

General Index on Selected Topics
Indexes to Senate Resolutions and Positions.
1969 - 1996

History of Academic Senate/FACCC Relationship
Included as background information in the 1992 Spring Resolution packet.
1992

Proceedings of the Academic Senate for California Community Colleges
Minutes, resolutions, participants' lists.
Fall 1977 - Spring 1997

Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges
Indexes to Senate Resolutions and Positions.
1969 - 1983

Role of Academic Senates in California Community Colleges, The
This historical document guided the development of local senates and the Academic Senate.
Written by Senate founder Norbert Bischof, Fall 1980

Rostrum
The Academic Senate newsletter
1984 - 1997

Sixty Milestones in the History of Senates and the Academic Senate for California Community Colleges
Selected and edited by Edith Conn, archivist.
April 1986

ACADEMIC SENATE POLICIES

Consultation Process and the Challenge of Change, The
A Rostrum article by Karen S. Grosz on statewide consultation, its genesis and process.
Fall 1987

Hierarchical Approach to Shared Governance, The
An article by Karen S. Grosz concerning the nature of shared decision making in the UC and CSU as opposed to the community colleges. Rostrum article.
Fall 1988

Position Paper on Waivers to Mandates
Spring 1993

Role of the Academic Senate in the Contemporary Community College, The
A speech by Carmen Decker. A position paper.
Fall 1984

Senate Delegate Roles and Responsibilities: A guide for local senates prepared by the Relations with Local Senates Committee, Janis Perry, Chair; Lin Marelick, Chair.
Spring 1995; Updated June 1997.

ACCREDITATION

Accreditation: Evaluating the Collective Faculty
Educational Policies Committee, Michael Anker, Chair.
Spring 1990

Faculty Role in Accreditation
Standards and Practices Committee, Sally Flotho, Chair
Spring, 1996

Faculty Role in Accreditation
Prepared and Edited by the Accreditation Committee, Val Villa, Chair
Spring, 1984; revised 1985

Strengthening the Accreditation Process
Principal author, Mike Anker.
Spring 1992

AFFIRMATIVE ACTION/CULTURAL DIVERSITY

Affirmative Action and Related Topics
Indexes to Senate Resolutions and Positions
1970 - 1995

Affirmative Action Guidelines
A position paper written by the Educational Policies Committee
Principal author, Jewel Keusder.
Spring 1987

Affirmative Action: Ramifications and Implications of Affirmative Action on Hiring
A position paper written by the Affirmative Action Committee
Principal author, Patricia Siever.
Fall 1990

Affirmative Action: Ramifications and Implications of Affirmative Action on Hiring Non-Contract Faculty (Draft)
A position paper developed by the Affirmative Action Committee.
1989 - 1991

Affirmative Action Regulations: Guidelines With Questions And Answers
1992 - 1993 Affirmative Action/Cultural Diversity Committee, Regina Stanback-Stroud, Chair
April, 1993

ARTICULATION AND TRANSFER

Content Standards in English for High School Graduates
A document sponsored by California Education Round Table
Adopted Fall 1996

High Schools: Improving Articulation between High Schools and Colleges: Activities and Incentives
A position paper developed by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1988

High Schools: Planning for Tomorrow: How to Prepare in High School for Your Community College Years
A brochure prepared by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1987

Issues Pertaining to the Transfer Function of the California Community Colleges
The Senate response to the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Gerald Kissler, Assoc. Dir. of Planning, UCLA Chancellor's Office
June 1980

Report to the 1982 Spring Conference on Articulation, Competencies and Community College Testing Practices, A Prepared by the Educational Policies Committee, Leon P. Baradat, Chair. Includes a survey by Senate Research Chair, Phil Hartly on testing.
Spring 1982

Scope, Implications, and Impact: The Academic Senate for California Community Colleges Response to the Proposed CSU Policy to Eliminate Remedial Education for Entering Undergraduate Students
1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted November, 1995

Statement on Competencies in Mathematics Expected of Entering College Students
A document developed by ICAS.
Fall 1996

Toward a Common Course Numbering System
1995 - 1996 Common Course Numbering System Ad Hoc Committee, Regina Stanback-Stroud, Chair
Adopted November 1995

Toward Increased Student Success: Transfer as an Institional Commitment
A position paper developed by Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Fall 1996

Transfer Education: A Bridge to the Future
An index to Senate positions and resolutions on transfer, articulation, basic skills/competency/remediation, counseling, general education/transfer and matriculation.
1977 - 1984

CONTRACT EDUCATION
ABC's of Contract Education
A presentation to the Academic Senate on Contract Education.
Vocational Education Committee, Susan Quatre, Chair.
Spring 1992

Contract Education - A Background Paper
Vocational Education Committee, Len Price Chair
Fall 1993

Contract Education Summary
A paper developed by the Legislation and Governmental Relations Committee
Principal author, Martin Hittelman
Spring 1991

Contract Education
Indexes to Senate Resolutions and Positions
1969 - 1996

Contract Faculty Hiring Procedures: A Model Based on Assembly Bill 1725
Educational Policies Committee, Mike Anker, Chair
Fall 1989

COUNSELING
Resolutions on Counseling, Counselors and Related Issues, 1972 - 1988.

Role of Counseling Faculty in the California Community Colleges, The
A position paper developed by the then, Subcommittee (now a Standing Committee) for Faculty and Library Issues, Janis Perry, Chair.
Fall 1994

Standards of Practice for California Community Colleges Counseling Programs
A position paper developed by the Counseling and Library Faculty Committee, Richard Rose, Chair
Adopted Spring 1997

CURRICULUM

Academic Policies: Leading the Way
An index of resolutions and position papers on academic standards, rigor, course repetition, course classification, general education and the associate degree, grading and telecommunications/independent study.
1974 - 1983

Academic Standards: The Faculty's Role
A position paper.
Spring 1983

Basic Skills: A Summary of Legislation, Regulations and Reports Concerning Basic Skills Instruction in the Community Colleges, 1986 - 1991
A summary developed by Irene Menegas, chair of the Ad Hoc Basic Skills Committee.
1991

Basic Skills: Ad Hoc Basic Skills Committee Final Report
A position paper developed by the Ad Hoc Basic Skills Committee.
Principal author, Irene Menegas.
Spring 1991

Components of a Model Course Outline of Record
1994 - 1995 Curriculum Committee, Bill Scroggins, Chair
Adopted November, 1995

Credit/Noncredit Policy
An annotated booklet by Leon P. Baradat
October 1980

Critical Thinking Skills in the College Curriculum
A position paper developed by the Educational Policies Committee
Principal authors, Michael Anker and Carmen M. Decker.
Spring 1988

Cultural Diversity in the Curriculum
Indexes to Senate Resolutions and Positions
1971 - 1990

Curriculum
Indexes to Senate Resolutions and Positions
1971 - 1987

Curriculum Committee: Role, Structure, Duties and Standards of Good Practice
A position paper developed by the Curriculum Committee, Bill Scroggins, Chair
Adopted Fall 1996

Curriculum Committees and Local Senates
A survey conducted by the Research Committee, Bud Hannan, Chair.
Fall 1987

Draft Statement of Competencies and Preparation in English
1987

General Education Model Criteria for the Associate Degree
A position paper.
Spring 1981

Good practices for the Implementation of Prerequisites
A position paper developed by the Curriculum Committee, Bill Scroggins, Chair
Adopted Spring 1997

Humanities Instruction in the California Community College: Renewing Our Commitment
A position paper developed by the Educational Policies Committee
Principal author, Randall Lawson.
Spring 1988

Instruction as a Priority
A position paper.
Fall 1982

Integrated Approach to Multicultural Education, An
A position paper developed by the 1994 - 95 Affirmative Action/Cultural Diversity Committee
Sally Flotho, Chair, with contributions from Educational Policies and Affirmative Action\Cultural Diversity Committees since 1990.
Spring 1995.

Managing Planning and Review Processes
A position paper.
Fall 1983

Program Review: Developing a Faculty Driven Process
The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Spring, 1996

Regional Curriculum Colloquia and Delegated Approval Authority
A position paper developed by the Curriculum Committee, Bill Scroggins, Chair
Spring 1997

Role of Faculty in the Curriculum Process, The
A position paper written by the Educational Policies Committee
Principal author, Carmen Decker, Chair.
Spring 1987

Statement of Competencies in Languages Other Than English Expected of Entering Freshmen, Phase II, Chinese, Japanese, Russian
An Intersegmental Document.
Spring 1993

Statement on Competencies in Languages Other Than English Expected of Entering Freshmen, Phase I - French, German, Spanish.
Publication includes sample exercises and projects. An Intersegmental Document.
1988

Statement on Competencies in Mathematics Expected of Entering Freshmen.
An Intersegmental Document.
Fall 1989

Statement on Competencies in Natural Science Expected of Entering Freshmen
This booklet includes sample exercises and projects. An Intersegmental Document.
1985

Toward an Acceptable Program and Services Review
A study of models for program and services review, developed by the Research Committee.
Bud Hannan, Chair.
1988

DISTANCE LEARNING

Curriculum Committee Review of Distance Learning Courses and Sections
1994 - 95 Curriculum Committee, Bill Scroggins, Chair.
Adopted November, 1995

Distance Learning in California Community Colleges: An Academic Senate Review of the Social, Fiscal and Educational Issues
Educational Policies Committee, Jim Locke, Chair
Fall 1993

Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction
A position paper.
Fall 1982, revised Fall 1983

Telecommunications
A pamphlet produced by J. Locke, Futures Committee chair, to introduce users to the computer bulletin board which includes opportunities for local senates to exchange news, information and materials.
Spring 1988

FACULTY DEVELOPMENT

Faculty and Staff Development Resources
Faculty Development Committee, Bud Hannan, Chair.
Spring 1990

Faculty Development Policy Guidelines
Faculty Development Committee, Bud Hannan, Chair.
Spring 1990

Flexible Calendar: Guidelines for the Implementation of the Flexible Calendar Program
Faculty Development Committee, Jo Sumner, Chair
Spring 1993

Staff Development
Indexes to Senate Resolutions and Positions
1971 - 1983

GENERAL CONCERNS

Acronyms
A List of Acronyms Abbreviations, and Initials pertaining to education in current use in California.
Originated by Val Villa, Los Angeles Valley College.
Revised 1997

Definitions of Community Colleges Terms
An explanation of terms relating to community colleges, developed by the Vocational Education Committee
Principal author, Susan Quatre.
Spring 1991

Governance Players at the State Level
Martin Hittelman
Fall 1991

Instructor Advisement
A position paper written by the Educational Policies Committee, Mark Edelstein, Chair.
Spring 1985

Recommendation on Length of the Academic Year, A
A report from the Educational Policies Committee.
Spring 1992

Testimony to the Joint Committee for the Review of the Master Plan
Testimony by Karen Sue Grosz on the 40:60 ratio.
Fall 1987

Toward A Nonviolent Campus Climate: Conflict Resolution
1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Spring 1996

GRADING
Grading Policies
An annotated booklet prepared by the Educational Policies Committee, Maryamber Villa, Chair.
1980, revised October 1985

Plus and Minus Grading Options: Toward Accurate Student Performance Evaluations
The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Adopted Spring 1996

Symbol for Unofficial Withdrawal
A position paper developed by the Educational Policies Committee, Janis Perry, Chair
Adopted Spring 1997

INTERSEGMENTAL ISSUES
California Community College Faculty Concerns about the Intersegmental General Education Transfer Curriculum Critical Thinking/English Composition Requirement
A report from the Senate's Ad Hoc Committee, written by Chuck VanPatten and Bob Putman.
Spring 1992

LIBRARY AND LEARNING RESOURCES
Joint Review for Library/Learning Resources by Classroom and Library Faculty for new courses and programs
Fall 1995

Library Faculty In California Community College Libraries: Qualifications, Roles, and Responsibilities
1994 - 1995 and 1995 - 1996 Counseling and Library Faculty Issues Committees
Spring 1996

Resolutions on Libraries, Librarians, and Related Topics
1979 - 1996

LOCAL SENATES
Collegiality and Academic Senates
A senate workshop address by Leon Baradat.
1980

Developing A Model for Effective Senate/Union Relations
1994 - 1995 and 1995 - 1996 Relations with Local Senates Committees
Adopted Spring, 1996

Guidelines for Implementation of Section 53200 - 53204 of Title 5 of the Administrative Code of California
Developed jointly by the Academic Senate and the trustees organization (CCCT).
May 1991

How to Transform a State Senate Resolution into a Local College Policy
A paper developed by the Local Senates Committee, Terry Thomas, Chair.
Spring 1986

Implementing Sections 53200 - 53204 of Title 5 of the Administrative Codes of California: The Role of Academic Senates in California Community Colleges
A paper developed by the Standards and Practices Committee
Principal author, Phil Hartley.
Spring 1991

Implications of the Brown Act Provisions for Academic Senates
A paper developed by the Legislation and Governmental Relations Committee
Principal author, Martin Hittelman.
Spring 1991

Improving the Effectiveness of Local Senates
A Senate workshop address by Norbert Bischof.
1980

Local Academic Senate Network (Geoclusters)
Developed by the Local Senates Committee
Spring 1992; revised October 1993

Local Senate Guidelines for Effective Relations with Faculty and Administration
A booklet with suggestions for local senates, includes such issues as setting annual goals, setting an agenda, faculty involvement, committee appointments, relations with collective bargaining and administration.
June 1988

Local Senates: Suggestions for Academic Senate Presidents
A list of suggestions offered by participants at the 1987 Monterey Senate Leadership Workshop
Compiled by Karen S. Grosz.
1987

Networks, Profiles and Worksheets for Local Senates
Documents and forms developed by the Local Senates Committee.

Profile of a Strong Senate (Or, How to Evaluate Your Own Senate)
A checklist for local academic senates to use in determining the relative strengths of their senates, developed by the Local Senates Committee, Harry Kawahara, Chair
Spring 1989; revised 1990

Resource Book for Local Senates.
Distributed at the Senate Leadership Institute. A large binder full of useful material, such as position papers and Title 5 regulations, for local senates.

Roles and Responsibilities of and Strategies for an Effective Senate
A document developed by Relations with Local Senates Committee, Lin Marelick, Chair
Adopted Spring 1997

Survey of Local Senates
Conducted by the Research Committee, P. Hartley Chair, and by the Pasadena City College Academic Sen. from 1987 - 1991 on issues of reassigned time, secretarial support, budget, funding, office space, committee participation, etc. Updated by "turn-around" surveys at senate sessions conducted by the Relations with Local Senates Committees.
1987 - 1996

Surveys conducted by the Relations with Local Senates Committee
1993 - 1996

MATRICULATION
Images of Teaching and Learning in Children's Literature
Speech by Karen S. Grosz to the Learning Assessment Retention Consortium, relating current concerns about critical thinking, assessment, and matriculation to every student's desire to belong and to mature.
Fall 1987

Matriculated Student: An Academic Statement, The
A position paper.
Fall 1982

Establishing Prerequisites
Ad Hoc Committee on Prerequisites and Matriculation, Mike Anker and Irene Menegas, Co-Chairs.
Fall 1992

Model District Policy for establishing, reviewing, and challenging of prerequisites, corequisites, and advisories, A
Ad Hoc Committee on Prerequisites and Matriculation
Fall 1992

Recommendations for California Community College Involvement in Admission, Retention and Academic Achievement of Groups Presently Underrepresented in California Community Colleges
Written on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Conf. Committee on the Budget Bill, California Legislature.
Tyra Duncan-Hall and Marian Anderson, Principal Authors.
Feb. 1979

PART-TIME FACULTY
Part-Time Faculty and Related Topics
Indexes to Senate Resolutions and Positions
1973 - 1991

Part-Time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725
Educational Policies Committee, Mike Anker, Chair
Fall 1989

Part-Time Faculty in the California Community Colleges
Educational policies Committee
Principal author, Martin Hittelman.
Fall 1992

Part-Time Faculty: A Position Paper
A position paper prepared by Karen S. Grosz.
Spring 1986

Use of Part-Time Faculty in California Community Colleges: Issues and Impact, The
The 1995 - 1996 Educational Policies Committee, Regina Stanback-Stroud, Chair
Spring, 1996

PROFESSIONAL STANDARDS

Administrator Evaluation: Toward a Model Administrator Evaluation Policy
Educational Policies Committee
Principal author, Elmer Bugg.
Fall 1992

Administrator Retreat Rights: An Introduction and a Model Procedure
Educational Policies Committee, Michael Anker, Chair.
Spring 1990

Chief Executive Officer Evaluation: Toward a Model Chief Executive Officer Evaluation
Educational Policies Committee, Principal author, Elmer Bugg.
Spring 1993

Disciplines List: Placement of Courses within the Disciplines
Principal author Barbara Perez
Spring, 1994

Disciplines Project Material
A list of disciplines, related disciplines and disciplines not requiring a master's degree, developed under the mandate of AB Bill 1725 to replace the credentials system
Mike Anker, initial project director.
Spring 1989, revised 1993 and 1996.

Equivalence to the Minimum Qualifications
Suggestions for local academic senates to use in reaching joint agreement with administration on the process to be used to determine equivalent qualifications for hire under the new minimum standards mandated by AB 1725
June 1989

Ethics: Why the Academic Senate Has Adopted the AAUP Ethics Statement
A position paper developed by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1988

Evaluation of Instructors, Hiring and Transfer, Administrator's Evaluation, Tenure and Due Process (in one booklet)
Indexes to Senate Resolutions and Positions
1969 - 1986

Faculty Ethics: Expanding The AAUP Ethics Statement
Educational Policies Committee, Jim Locke, Chair.
Spring 1994

Graduate Students as Interns in the California Community Colleges
A model developed by the Educational Policies Committee.
1992

Great Teacher is . . . ., A
A compilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy.
1982

Guidelines for Developing a Faculty Evaluation Process
Educational Policies Committee, Michael Anker, Chair and Miriam Rosenthal, author.
Spring 1990

Hiring Effective Faculty: An Introduction
A position paper developed by the Educational Policies Committee and Affirmative Action Committee.
Spring 1991

Minimum Degree Requirements for Tenure in the California Community Colleges
A report prepared by Karen S. Grosz. A Rostrum article.
Spring 1988

Perspective on Faculty Responsibilities: Suggestions for Local Senates, A
A position paper developed by the Educational policies Committee, Edith Conn, Chair.
Spring 1995

Professional Standards for Faculty
A position paper written by the Educational Policies Committee
Principal author, Susan Petit.
Spring 1987

Tenure: Towards a Model Four Year Tenure Process
A position paper written by the Educational Policies Committee. Paul Setziol and Regina Stanback-Stroud, principal authors.
Fall 1990

Use of Part-Time Faculty in California Community Colleges: Issues and Impact, The
Educational Policies Committee, Regina Stanback-Stroud, Chair
Spring 1996

STUDENTS

Greater Role for Faculty in Support of the New Majority Student, A
Student needs survey and faculty development survey results, a study funded by a Fund for Instructional Improvement grant by the Board of Governors, Larry Miller, project director.
1987

Meeting the Needs of the Disabled
A speech by Karen S. Grosz to the Disabled Students Programs and Services Conference concerning the underrepresentation of the disabled among faculty and administration, and giving suggestions on how faculty can better meet the needs of students with disabilities.
May 1989

New Majority Student Recommendations
Recommendations offered by participants at the June, 1987, New Majority Student Workshop funded by a Fund for Instructional Improvement grant from the Board of Governors, Larry Miller, project director.
June 1987

Student Equity: Guidelines for Developing a Plan
Ad Hoc Student Equity Committee, Mike Anker and Regina Stanback-Stroud, Co-Chairs
Spring 1993

Student Equity: Proposal for Action
Educational Policies Committee, Principal Author, Mike Anker.
Fall 1991

Student Mentoring: Responding to the Laroche Challenge
Ad Hoc Committee on Mentoring, Jonnah Laroche and Harry Kawahara, Co-Chairs
1993

Students and Related Topics
Indexes to Senate Resolutions and Positions
1969 - 1993

VOCATIONAL EDUCATION

Governor's School to Career Plan: A Response by The Academic Senate for California Community Colleges, The
1994 - 1995 & 1995 - 1996 Educational Policies Committees; Edith Conn and Regina Stanback-Stroud, Chairs
November, 1995

Vocational Education
Indexes to Senate Resolutions and Positions
1979 - 1985

Vocational Education Instructor Advising
A position paper written by the Vocational Education Committee, Evelyn Weiss, Chair
Spring 1988

Vocational Faculty Involvement in Local Senates
Vocational Education Committee, Evelyn Weiss, Chair
1989

Workforce Development and Preparation Initiatives: Implications for the California Community Colleges
Workforce Development and Preparation Initiative Ad Hoc Committee, Len Price, Chair
November, 1995

1996 - 1997 Academic Senate Presidents

Alameda, College of	Marinaro, Ralph
Allan Hancock College	Masaoka, Robert
American River College	Silva, Nancy
Antelope Valley College	Manley, Richard
Bakersfield College	Pluta, Kate
Barstow College	Cauble, Mark
Butte College	Machuga, Ric
Cabrillo College	Fetterman, Terry
Canada College	Messner, Gerald
Canyons, College of the	Dermody, Michael
Cerritos College	Pinder, Patricia
Cerro Coso College	Rodgers, Martha
Chabot College	Wagoner, Dale
Chaffey College	Cook, June Pichel
Citrus College	Janss, Jack C.
Coastline Community College	Lovig, Margaret
Columbia College	Martin, Lynn
Compton Community College	Bailes, Loretta
Contra Costa College	Lamb, Susan
Cosumnes River College	Arden-Ogle, Ellen
Crafton Hills College	Snowhite, Mark
Cuesta College	Platt, Hugh
Cuyamaca College	Zambelli, Tony
Cypress College	Bettendorf, Richard
De Anza College	Forsyth, Toni
Desert, College of the	Crites, Buford
Diablo Valley College	Sawyer, Barbara
East Los Angeles College	Immerblum, Alex
El Camino College	Bonanno, Joe
Evergreen Valley College	Stauble, Elizabeth
Feather River College	Plankey, Jeanette
Foothill College	Treanor, Shirley
Fresno City College	Baber, Roberta
Fullerton College	Moore, Mike
Gavilan College	Wagman, Ken
Glendale College	Mcmurrey (Mr.), F. Lynn
Golden West College	Weiss, Evelyn "Sam"
Grossmont College	Simpson, Hoke
Hartnell College	Locke, Kelly M.
Imperial Valley College	Borchard, Mary Kay
Irvine Valley College	Clark, Kate
Kings River College	Kaser, Paul
Lake Tahoe College	Green, Kurt
Laney College	Peters, Stan
Las Positas College	Goldberg, Esther
Lassen College	Stevenson, Ross
Long Beach City College	Brinkman, Bonnie
Los Angeles Pierce College	Krahn, Helen
Los Angeles Mission College	Newman, Dale A.
Los Angeles Valley College	Marzillier, Leon
Los Medanos College	Collins, Linda
Los Angeles Southwest College	Norwood, Phyllis
Los Angeles Trade-Tech College	Chen, Lina
Los Angeles Harbor College	Burlingame-Smith, June

Los Angeles City College	Wolf, Roger
Marin, College of	Mc Carthy, Marie
Mendocino College	Myers, Lynda
Merced College	Chappell, Sue
Merritt College	Bischof, Norbert
Miracosta College	Moon, Louisa
Mission College	Walton, Ian
Modesto Junior College	Higgs, Jim
Monterey Peninsula College	Robert Donovan
Moorpark College	Hall, Elton A.
Mt San Antonio College	Specht, Phyllis
Mt San Jacinto College	Kazi, Nizam U.
Napa Valley College	Thomas-Bremer, Richard
North Orange Co CCC/Noncredit	Clancy, Lee
Ohlone College	Katona, Cynthia
Orange Coast College	Iseman, Toni
Oxnard College	Smith, Ralph
Palo Verde College	Michel, Diane
Palomar College	Vernoy, Mark
Pasadena City College	Ligons, Ellen
Porterville College	Kim, Young
Redwoods, College of the	Cooper, John
Rio Hondo College	Howard, Andy
Riverside Community College	Pietro, John
Sacramento City College	Davis-Lyman, Barbara
Saddleback College	Mikolajczak, Miki
San Joaquin Delta College	Waller, Roger
San Bernardino Valley College	Salvaggio, Odette C.
San Diego Cont Ed Centers	Smith, Jean L.
San Jose City College	Butler, Patrick
San Diego Miramar College	Harrison, P. Darrel
San Mateo, College of	Beliz, Tania
San Diego Mesa College	Wales, James
San Diego City College	Dailard, Douglas (Doug)
San Francisco, City College of	Nance, Glenn
Santa Ana College	Malmgren, Irene
Santa Barbara City College	Hanna, Karolyn
Santa Monica College	Manion, Fran
Santa Rosa Junior College	Traverso, Everett
Santiago Canyon College	Malmgren, Irene
Sequoias, College of the	Trimble, Thea
Shasta College	Spotts, Chuck
Sierra College	Abrams, Barry
Siskiyous, College of the	Hirt, William
Skyline College	Rivera, Joaquin
Solano Community College	Paque, Diana
Southwestern College	Kinney, Bill
Taft College	Bandy, Don
Ventura College	Hall, Luke
Victor Valley College	Kumlin, Allan
Vista College	Dunlop, Neil
West Valley College	Sarlo, Joan
West Hills College	Sirman, James
West Los Angeles College	Gamble, Tony
Yuba Community College	Wachman, Robert